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ABSTRACT

Creating a Career is an instructional program in vocational guidance, developed for use in adult basic education and retraining programs. As a curriculum-based program, it was designed to provide activities for young adults in the areas of self-assessment, learning about the world of work, making personal career plans, and developing job search skills. This instructor's manual is a guide to objectives, activities, and instructional methods. The manual consists of nine topics (exploring personal roles, listening for understanding, questioning for information, setting goals, choosing an occupation, identifying job opportunities, making job applications, exploring job expectations, and handling job interviews), each leading toward the established objectives. In turn each unit contains one or more exercises. The estimated time for the program is 40-50 hours. (Author/BP)

ED 099468

CREATING A CAREER

INSTRUCTOR'S MANUAL

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Centre de recherche et développement de formation

Manpower and Immigration
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FOREWORD

Creating A Career is an instructional program in vocational guidance, developed for use in adult basic education and retraining programs. As a curriculum-based program, it was designed to provide activities for young adults in the areas of self-assessment, learning about the world of work, making personal career plans, and developing job search skills.

This Instructor's Manual is a guide to objectives, activities and instructional methods. The manual is accompanied by a Student's Book and various other multi-media materials produced and selected for the program.

The Creating A Career program was developed by Glen Tippett, James Williams and Naida Waite. Appreciation is due the Prince Albert Regional Community College for allowing the Training Research and Development Station to make a trial use of the program in two classes in November and December, 1973. Sharon Curniski, Paulette Olexyn, Sandra Berezowski and Ruth Rohovich typed many drafts and contributed to planning the format. Staff of the Audio-Visual Technology Unit, Robert Barkman and Stanley Reid, under the direction of Ross Ingroville and assisted by Walter Burt and Larry Zadvorny, made the film, designed the book covers and did the art work for the cartoons, the numerous forms and the overhead projectuals.

The Training Research and Development Station was established in 1972 to develop new methods of counselling and training adults.

Vernon Mullen, Chief
Adult Development Division
Training Research and
Development Station

May, 1974

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INTRODUCTION

Over a quarter of a million young Canadians leave school and enter the labour force each year. Among this group are many who have few marketable skills, many who have poorly formulated career plans and many who lack the ability to conduct even a basic job search. A propensity for unemployment is therefore high among these new entrants to the labour force.

In the plight of the unemployed we can often observe the phenomenon of "learned helplessness." Subjected to repeated failures while seeking a job, the individual develops a negative concept of his own worth and of his ability to find and hold a job. Such a self-view affects his behaviour and the presentation of himself in a job search situation, practically guaranteeing further failure and reinforcing his negative self-concept. He is pushed, often unwillingly, into a position of requiring social assistance during periods of unemployment, or of seeking and accepting jobs which are inconsistent with his interests and abilities.

Creating a Career therefore aims at reversing this process by focusing on the knowledge, skills and attitudes which, if developed or stimulated positively, will enable the individual to assess his interests and abilities, relate them to appropriate roles in the world of work, make personal career decisions, and carry out a successful job search.

The two main objectives of the Creating a Career program are that students will:

1. Prepare a realistic plan to achieve an appropriate occupational goal.

2. Demonstrate appropriate job search and job application techniques and the ability to function within employer expectations.

To reach these objectives, the program provides learning activities in the four main content areas of self-development, decision-making, learning about the world of work, and job search skills.

Organization of the Program

Creating a Career consists of nine topics, each cumulatively leading toward the established objectives. In turn, each of the topics is sub-divided into one or more units, and each unit contains one or more exercises. The Content Chart on page iii shows the titles of the topics and each of the units within them.

The course requires between 40 and 50 classroom hours of instruction and individual work. It can be presented as a continuous program of about two weeks or as one course among others in basic education or skill training. Since sections of the program are designed to stand alone in relation to the others, the program can also be presented in whole or in part. For example, the job search topics (VI-IX) could be used separately. Particular groups or individuals also may require more emphasis on one part than another.

The Learning Process

Creating a Career is a curriculum-based program designed for classroom use with a group of twelve to fifteen students. As a general strategy, the instructor makes a "how to" presentation at the beginning of each exercise, followed by individual activities in which students apply the methods learned in the group to their own particular situations. For example, in Topic VII the instructor demonstrates how to fill in application forms; then the students complete several examples using their own information on the forms. In an early trial of the program, useful peer assistance was observed, and individual work outside the class as well as class discussions also proved effective and appropriate.

Even though specific methods are suggested for presenting the activities of each exercise, instructors who can do so are encouraged to use their own preferred techniques, or devise new ones, to suit particular activities, particular students, or different class levels and situations. The various components of the program have been developed or selected to support an eclectic approach.

The program can therefore be viewed as an instructional system or framework for a curricular approach to vocational guidance, characterized by clearly stated objectives, possible alternative methods of achieving these objectives, and methods of evaluating student progress and program effectiveness. The program design allows also for adaptations to facilitate installation and continuation in a variety of institutions and for a variety of student groups.

Because instructors may not have specialized training in vocational guidance, components have been developed and activities explained in detail; this manual should serve as a desk guide at all times. The instructor is

CREATING A CAREER

UNIT 1	UNIT 2	UNIT 3	UNIT 4	TOPIC
IDENTIFYING ROLES				EXPLORING PERSONAL ROLES I
LISTENING TECHNIQUES	LISTENING PRACTICE			LISTENING FOR UNDERSTANDING II
QUESTIONING TECHNIQUES	QUESTIONING PRACTICE			QUESTIONING FOR INFORMATION III
ANALYSING ROLES	SETTING CRITERIA	SETTING PERSONAL GOALS		SETTING GOALS IV
SETTING CRITERIA	EXPLORING OCCUPATIONS	MAKING AN OCCUPATIONAL CHOICE	EXPLORING JOBS	CHOOSING AN OCCUPATION V
USING SERVICES OF AGENCIES	USING THE MEDIA	USING PERSONAL CONTACTS		IDENTIFYING JOB OPPORTUNITIES VI
COMPLETING APPLICATION FORMS	PREPARING LETTERS AND RESUMÉS			MAKING JOB APPLICATIONS VII
IDENTIFYING JOB EXPECTATIONS	PRACTISING EMPLOYEE ROLES			EXPLORING JOB EXPECTATIONS VIII
INTERVIEWING TECHNIQUES	INTERVIEWING PRACTICE			HANDLING JOB INTERVIEWS IX

cautioned, however, that Creating a Career is an instructional program which concentrates on knowledge, skills and attitudes basic to occupational choice and a job search. The program does not claim to be a method of counselling for other personal, family or emotional problems, nor is it appropriate to consider it that way.

In this Instructor's Manual the learning activities, along with the resources required, are summarized on the first page of each unit after the unit objectives. The detailed steps for each exercise follow, and copies of all projectuals, tape scripts, forms from the Student's Book, charts, role-play instructions and notes on the concepts to be presented are provided for quick reference.

The Student's Book is a principal component. Students will use it as a text-workbook in which to review facts, compile information and write exercises. The book is intended to serve each student as a resource for later use in making and carrying out career plans. In its completed form it will therefore become a catalogue of personal information. The instructor should ensure that a student's desire to keep his compiled information confidential be respected.

Components of the Program

The books, kits, films, tapes, projectuals and tests used in the Creating a Career program are described here:

1. Instructor's Manual - (This book) One copy is required for each instructor. It should be used continuously as a reference to objectives, resources and instructional strategies.

2. Student's Book - This student's text-workbook is correlated with the instructor's manual. In addition to having space for recording personal information and other student responses on the various forms, some textual information is provided in the form of introductory statements and explanations for exercises, and pertinent information, tables and charts. The book is consumable. Each student is given a copy at the beginning of the course, and he should keep it for future reference after the course is finished.

3. Role-Play Situations - This is a bound set of each of the twelve role-play situations which are described in Unit 2 of Topic III. Eight copies of each of the Questioner's Fact Sheets and the Responder's Fact Sheets where applicable are bound together for tear-out use as required in the exercises. The students should not be exposed to the role-play situations before they are used in class. For further instructions see Topic III, Unit 2, Exercises 2, 3 and 4. One copy of the bound set is required for each class. It is consumable.

4. Listening Techniques (Video-tape). This video-tape in 1/2 inch black and white format is approximately 18 minutes long. It is used in Unit 1 of Topic II to demonstrate the attending behaviors and other listening techniques. (See the script in Topic II, Unit 1, Exercise 1). The settings for the scenes are job interviews. These settings allow the tape to be used in Topic IX also when job interviews are being covered. One copy is required.

5. Listening Practice (Audio-tape). This is a cassette tape suitable for use on any cassette-type tape recorder or playback unit. It contains 20 short speeches. (See the script in Topic II, Unit 2, Exercise 1). The students listen to them and then answer comprehension-type questions. Side 2 of the tape contains a correction sequence which is played while correcting and discussing the students' responses. One copy is required.

6. Question/Answer Models 1 and 2 (Audio-tape). This is a cassette tape suitable for use in any cassette-type recorder or playback unit. Side 1 contains Question/Answer Model #1 for use in Topic II, Unit 1, Exercise 2, and Side 2 contains Question/Answer Model #2 for use in Exercise 3 of the same unit. For each exercise, students listen to the tape and evaluate the questioning behavior demonstrated. One copy of the tape is required.

7. Job Interviews (Audio-tape). This is a cassette tape suitable for use in any cassette-type tape recorder or playback unit. It contains three job interviews featuring good and bad techniques and a summative statement by the interviewer. It is used in Unit 1 of Topic IX. One copy is required.

8. Overhead Projectual Sets - These are prepared sets of projectuals for use on any standard overhead projector. They are framed and ready for use. One complete set is required. Reduced copies of each projectual are shown in this manual at the proper point of use. The chart below shows the details of the sets.

Topic/Unit		Name of the Set	Number of Projectuals in the Set
II	2	Questions for Listening Practice	10
IV	1	Role Analysis Chart	1
IV	2	Decision-Making Strategy	1
V	1	Interests	2
V	1	Interpreting the OVIS	16
V	1	Temperaments	2
V	1	Physical Activities	2
V	1	Environmental Conditions	2
V	1	Aptitudes	16
V	1	Education and Training	3
V	1	Setting Criteria	7

Topic/Unit		Name of the Set	Number of Projectuals in the Set
V	2	Occupational Qualifications	2
V	2	Data, People and Things	5
VI	1	Job Openings	4
VI	2	Employment Advertisements	1
VI	3	Job Opportunities	2
VII	1	Application for Employment Form	2

9. Standard Tests - Two standard tests are recommended for use in the self-assessment and occupational exploration exercises in Topic V. These are the General Aptitude Test Battery (GATB) and the Ohio Vocational Interest Survey (OVIS). With respect to the GATB, unless the school or college has a trained and qualified person to administer and score the test battery, arrangements should be made with a suitable person or the local Canada Manpower Centre to have this done. The test administration time is about 2 1/2 to 3 hours. Candidates should be in good health and well rested for the test. If eye glasses are used by the candidate, they should be worn. Arrangements should be made for the candidates to take the test so that results are available prior to beginning Topic V. The results will be produced in raw scores. These can be recorded and the aptitude levels found by using the table in the Student's Book. The recommended supplies are three sections of the Manual for the General Aptitude Test Battery. The sections are published separately as follows:

   Section I. Administration and Scoring, contains the procedures for administration and scoring of the GATB, and conversion of the raw test scores to aptitude scores. Separate editions of Section I are published for B-1001 (the mark-in-booklet version) and B-1002 (separate answer sheet version). B-1002 is the one in common use.

   Section II. Norms, Occupational Aptitude Pattern Structure, shows the GATB occupational aptitude pattern structure which is used for counselling purposes. GATB norms for adults and 10th and 9th graders are shown for occupational families.

   Section IV, Norms, Specific Occupations, contains GATB aptitude test norms used for selection for specific occupations. Also includes alphabetical and industrial indices of the many occupations for which norms have been developed.

The Ohio Vocational Interest Survey (OVIS) can be administered by the instructor or counsellor. This is a machine-scored test, processed by the publishing company. It requires about ten days from the date of testing to have the report folders returned. Testing time is about 60-95 minutes. The following supplies are needed for a class:

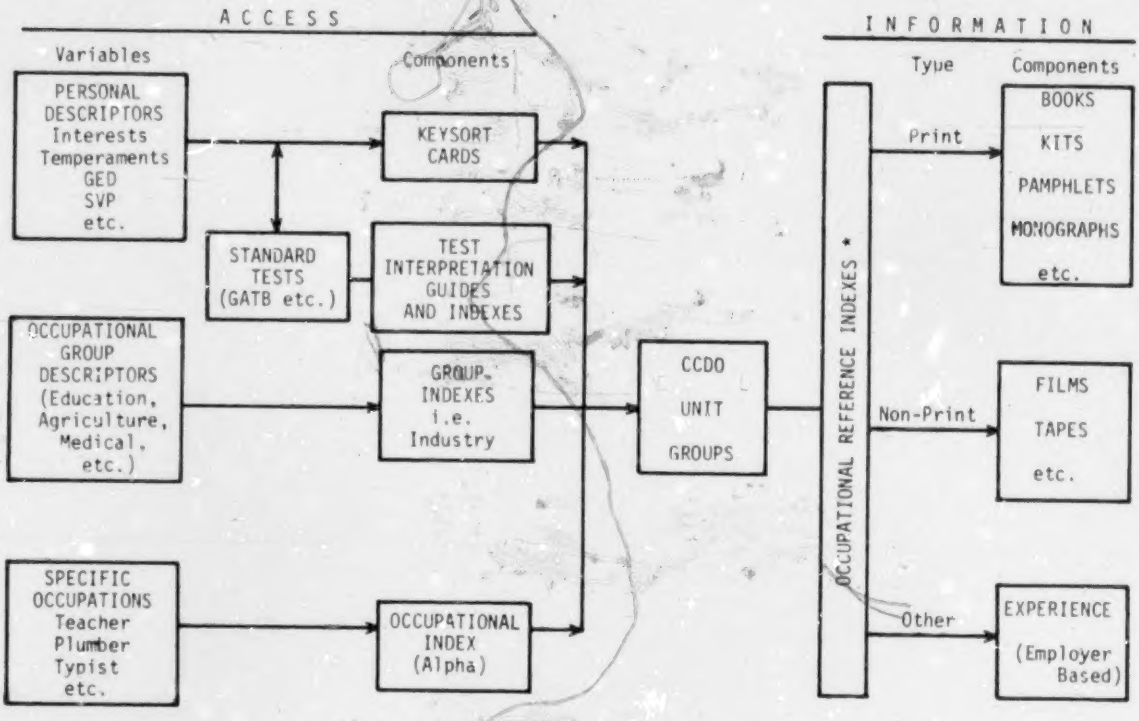
OVIS *Manual for Interpreting*	1 copy
OVIS *Guide to Career Exploration*	1 copy
OVIS *Student Booklets*	1 pkg. of 35
OVIS *Directions for Administering*	(included in package with student booklets)
OVIS MRC Answer Sheets	1 pkg. of 35 (this package also includes order forms for scoring service)

The instructor should be thoroughly familiar with the administrative procedures and the interpreting procedures for the survey. This information can be found in the materials listed.

10. The Occupational Information System

The components of the system are described here together to show their relation to each other and their application. The following chart shows the system as a whole:

OCCUPATIONAL INFORMATION SYSTEM


ACCESS
Variables
Components
PERSONAL DESCRIPTORS Interests Temperaments GED SVP etc.
KEYSORT CARDS
STANDARD TESTS (GATB etc.)
TEST INTERPRETATION GUIDES AND INDEXES
OCCUPATIONAL GROUP DESCRIPTORS (Education, Agriculture, Medical, etc.)
GROUP INDEXES i.e. Industry
SPECIFIC OCCUPATIONS Teacher Plumber Typist etc.
OCCUPATIONAL INDEX (Alpha)
CCDO UNIT GROUPS
OCCUPATIONAL REFERENCE INDEXES *
INFORMATION
Type
Components
Print
BOOKS KITS PAMPHLETS MONOGRAPHS etc.
Non-Print
FILMS TAPES etc.
Other
EXPERIENCE (Employer Based)

The system is designed on the assumption that (1) there must be a systematic base or structure which is comprehensive enough to include all the required elements; (2) it must be open ended to allow for additional information to be selected and included, and it must have the capacity to include all types of media and experience; (3) it must facilitate access on the main variables of personal characteristics, occupational group descriptors and specific occupations.

On these criteria, the basic structure used in the system is that of the Canadian Classification and Dictionary of Occupations (CCDO). In particular, the linkage unit between the access process and information is the CCDO Unit Group. Unit groups are relatively small and homogenous groups of occupations which are identified in the structure by a four digit code. Further explanation of the classification can be found in the introductory pages of the CCDO, Volume 1. In addition, the structure has utility in determining access variables and occupational requirements through the Qualifications Profiles used in the CCDO, Volume 2. These form the basis of the self-assessment techniques.

The "access" side of the system provides the three routes. On the Personal Descriptors variables, access can be gained via interests, temperaments, aptitudes, physical activities, environmental conditions, education and training factors. The component used in this route is the Exploring Occupations Kit (Keysort cards). In addition, guides and manuals to the GATB and OVIS can be used to identify unit groups and specific occupations which are associated with each of aptitudes and interests. This route is most appropriate for a person who wishes to identify occupations with qualifications requirements suited to his own personal characteristics.

The Occupational Group Descriptors route enables identification of occupations in broad industries such as agriculture, medicine, education, etc. The Industry Index is included in the CCDO Volume I and is also bound separately for ease of use. The Industry Index is the only group index available at this time.

The third route, through Specific Occupations, is for those who wish to explore an occupation by name or base title. They can access directly by the name through the Alphabetical Index. This index is found in the CCDO Volume I and is bound separately also.

Through one or more of these routes, and by using the access components, a person can identify the CCDO Unit Group number associated with the access descriptor. On the information side of the system, the Occupational Reference Index is used to identify the book, kit, pamphlet, etc., which contains the information required. The index is based in the Unit Group structure by number and name, with available materials referenced to these numbers and names. Materials used are simply coded with the Unit Group number to be identified in the system.

Components used as a core set of occupational information materials are:

SRA *Occupational Exploration Kit*
G.C. *Occupational Information Monographs*
Canadian Classification and Dictionary of Occupations
Volume 1 and Volume 2
Exploring Occupations Kit (KeySort Cards)

11. *Equipment*

a. The classroom. The program should be conducted in a classroom of suitable size for a group of 12-15 students. Moveable tables and chairs are recommended to facilitate grouping students for full class presentation, round table discussion, small groups and pairs. Extra tables are recommended for display and use of the kits and other materials.

b. Audio-Visual Equipment. Each class should have an overhead projector; a video-tape recorder or playback unit (1/2 inch, reel to reel) and a monitor television set; a cassette audiotape recorder suitable for group listening; a screen (or suitable wall); and a chalk board or flip chart.

Implementing the Program

1. *Scheduling*: The estimated time for the program is from 40-50 hours. If the program is conducted on a full-time basis, about two weeks of training time will be required. The following chart shows suggested times, based on a five-hour day, for each topic.

Topic I	1/2 day
Topic II	1/2 day
Topic III	1 day
Topic IV	1 day
Topic V	4 days
Topic VI	1/2 day
Topic VII	1/2 day
Topic VIII	1/2 day
Topic IX	1 day
TOTAL	9 1/2 days

An extra half-day is estimated for administrative purposes.

2. Acquiring Materials: All materials (see Components of the Program listed above) should be on hand for the first day of the course. In addition to those listed, newspapers, telephone books, employment brochures, training institution calendars, and other relevant guidance materials should be collected and placed in the classroom.

3. Arranging for Standard Tests: Arrangements should be made to have both the GATB and the OVIS administered to the students prior to the scheduled starting date of the course. The OVIS should be given at least ten days before the starting date to allow time for the reports to be returned from the scoring service. The GATB can be scored locally and may not need so much advance time.

TEACHER

FATHER

SPORTSMAN

EMPLOYEE

SON

HUSBAND

OWNER

COMMUNITY
WORKER

MYSELF

I

EXPLORING PERSONAL ROLES

EXPLORING PERSONAL ROLES

OBJECTIVES

Students identify roles in their lives and begin to evaluate their behaviour in relation to these roles. Experiences are included to serve as an orientation to the course. Specifically, the student will:

1. Develop a personal profile of his roles and the way he spends his time and money;

2. Identify the general objectives, content and general methods of Creating A Career and relate these to his expectations.

OVERVIEW

The topic contains exercises in which the student begins to think about himself by examining the roles that he plays and relating them to his behaviours. The topic introduces the students to each other, to the instructor, and to the course. The instructor should use this opportunity to involve each student personally in the class activity, not allowing any student to remain as an observer. There is only one unit in the topic:

Unit 1 - Identifying Roles begins with an exercise Ten Persons I Am, which serves as a vehicle to help the students introduce themselves and to identify roles in their lives which will become a basis for a personal profile. The exercise provides the means for the student to express himself and his self values and to introduce himself to a new group. The second exercise helps the students begin to see discrepancies between their roles and their behaviours. This part of the topic should be individualized and remain the private property of each student. The last exercise provides an orientation to the content and methods used in Creating A Career.

EVALUATION

The form should be completed, and students should be able to speak about the "ten persons" they have listed. Students should be able to state their expectations of the experiences on the course in terms of stated objectives, content and methodology.

UNIT 1: IDENTIFYING ROLES

OBJECTIVES

1. Develop a personal profile of roles and relate these roles to behaviours in spending time and money;
2. State the content and approach to each topic as realistic expectations of what is to be experienced and accomplished during the course.

LEARNING ACTIVITIES

1. Exercise 1. Generate the list "Ten Persons I Am" and rank them from most important to least important. Introduce the 'ten persons' to the group and explain the reason for their order.

   Student's Book: Relating Behaviours To Roles

2. Exercise 2. Generate the lists "Ten Ways I Spend My Money" and "Ten Ways I Spend My Time". Rank the lists in order of amount of money and time expended on each in the last month and record them. Then relate behaviours to roles and study their relationships.

   Student's Book: Relating Behaviours To Roles

3. Exercise 3. Discuss the content and methods used in the whole course, Creating A Career.

   Student's Book: Overview Of Creating A Career

EXERCISE 1. Ten Persons I Am

1. The instructor first explains that the exercise will help each student to answer the question "Who Am I?". He should explain that all people fill several roles as they pursue the activities of their everyday lives. A man might be employed in a garage: to the owner he is an employee, to another employee he may be the foreman; at home he is the husband and father; his friends see him one way, work associates yet another. The students are to develop a list of the different roles they fill in their daily lives. They can refer to Topic 1 cover in their textbooks for suggestions.

2. Each student is given ten small cards or tears a sheet of paper into ten pieces about the same size and then writes on each a role he considers important in his life, in the form, "I am a ________".

3. Each student examines the ten sheets on which is listed one of the persons he has identified as one of his roles, asking which one would cause the least disturbance if he removed it from his life. The slip of paper is to be placed face up on the table or desk before him. From the remaining nine he is to make the same choice and place this slip on top of the other and so on until he has the role which is most important to him on top. The instructor should also do the exercise with the students.

4. When all students have ranked their roles, the instructor asks them to form a close circle. The instructor will model the behaviour desired from each student by reading the first role he himself discarded, explaining to the group why it was first discarded, then moving to the next, stating why it is where it is and so on until all ten roles have been exposed and explained. The instructor should display a feeling of trust and emphasize the importance of each role to him. He should display real concern for the roles in his life and the order in which he ranked them, thus helping the students to follow his example.

5. Each student in turn explains his series of roles from least to most important as the instructor has modelled.

During the exercise, the instructor should draw attention to feelings about the stated roles, about involvement, about concern for the right answers, about making choices, and about what has happened in the group. He should support those students who hesitate to read their "Ten Persons" or who have little to say about their feelings when they do read their slips. He might say something like, "We would like to meet the persons you are. Remember, we will not judge the persons you describe and the order you place them in. Your list may help others to find assumptions they make about themselves."

6. After each person has introduced the ten persons in his life, he should list them, placing the most important one at the top, on the form, Relating Behaviours To Roles. (Student forms are in their book.)

The lists are to aid the students in understanding relationships in their own lives, and how these help or hinder in attaining their goals. For this reason, each student should be encouraged to make final changes in his list which will make it more useful or accurate, by changing the order, adding new roles, or rewording them if they wish to do so. The finalized lists will help them to identify some of the strengths and inconsistencies in their lives.

EXERCISE 2. COMPARISON OF ROLES AND BEHAVIOURS

1. Each student will need two sheets of notebook paper or two sets of ten small cards. At the top of one he writes, "Ten Ways I Spend My Time" and on the other, "Ten Ways I Spend My Money". These lists can be made at the same time, as working on one reminds the person of answers to the other. The list should reflect the person as he usually uses time and money. If he is working toward a goal in his studies, school might be a very important expenditure of both. The students should be told they will not have to tell others of the behaviour they record.

2. After their lists are completed, all students should rank them, from one to ten, not by their importance to the individual, but by how much time or money was spent on them during the last month.

3. On the form, Relating Behaviours To Roles, each student writes in the second column the number of each way he spends his time in support of that role. Some behaviours support no roles and should be recorded at the bottom of the form opposite the heading "Supports No Roles".

4. In the same way, each student fills in the third column with ways he spends his money in support of each role and at the bottom if no role is supported.

5. The students then study the relationship between their listed roles and the ways they spend their time and money to note if the roles they listed as most important in their lives are supported by time and money. They may note inconsistencies and make comments like, "It means I have some wrong views of myself; I might have to change some of my behaviours; I have learned some things I did not know; the exercise took me by surprise." They should be congratulated and asked to consider ways of changing their behaviours to fit the roles that they consider important. Some students may want to change their rank ordering of "persons they are" as a result of the exercise. There is an extra copy of the form in their books for this purpose.

6. If the students want to discuss their reactions to the exercise with the instructor and the group, they should be allowed to do so. However, no student should be forced to express his feelings about his own roles and behaviours if he does not want to.

EXERCISE 3. ORIENTATION TO CREATING A CAREER

The exercises just completed serve as "ice breakers" and students will have many questions as to what is coming in later topics.

This is a good point for the instructor to spend some time orienting students to the whole course. The overview sections at the beginning of each topic can provide the instructor with a complete picture of the course. Use the Content Chart in the introductions of both the instructor's and student's book to give the students an overview of all the topics and units. Relate the roles explored in Topic I with goal-setting in Topic IV and choosing an occupation in Topic V. Show how listening and questioning skills from Topics II and III prepare students for gaining information about jobs in Topic VI and in interviews in Topic IX. Discuss in a general way the kinds of participation that will be expected from the students during the course in role-playing, making personal profiles in preparation for an occupational choice, filling in practice application forms, and so on. All of these discussions should be directed toward identification of and some understanding of what the main outcomes of the course will be.

RELATING BEHAVIOURS TO ROLES

TEN PERSONS I AM	WAYS I SPEND MY TIME WHICH SUPPORT EACH ROLE	WAYS I SPEND MY MONEY WHICH SUPPORT EACH ROLE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
SUPPORTS NO ROLES		

ENJOYMENT

KNOWLEDGE

COMMUNICATION

FEEDBACK

INFORMATION

II

LISTENING FOR UNDERSTANDING

LISTENING FOR UNDERSTANDING

OBJECTIVES

Students will learn to listen effectively by applying proper attending behaviours and using good listening comprehension skills. Specifically, the student will:

1. Identify good listening and interview behaviours modelled in a film;

2. Practise good listening techniques in a listening comprehension practice exercise.

OVERVIEW

This topic contains models and activities designed to help the students understand and develop listening skills. These listening skills will be used to support the questioning skills of the next topic and will apply directly to the collection of information about jobs and job interviews. Much of the practice for the listening skills will be provided in the next topic as students practice the questioning techniques, in which the ability to listen supports the questioning process.

Unit 1 - Listening Techniques is a film which demonstrates good and bad attending and interview behaviours.

Unit 2 - Listening Practice is a taped exercise which gives students an opportunity to develop and test their listening skills.

EVALUATION

Students discuss the film Listening Techniques and evaluate their own written exercise in Listening Practice.

UNIT I : LISTENING TECHNIQUES

OBJECTIVES

1. Identify the attending behaviours which listeners can use to help the speaker;
2. Identify the attending behaviours which listeners can use to improve their listening effectiveness.

LEARNING ACTIVITIES

1. Exercise 1. Use the film, Listening Techniques, to demonstrate models of the attending behaviours used in interview situations. Discuss the behaviours with respect to their effect on the participants in the interviews.

Student's Book : Why We Listen
Attending Behaviours
Some Don'ts And Do's Of Listening

EXERCISE 1. THE FILM, "LISTENING TECHNIQUES"

The film "Listening Techniques" displays a number of attending behaviours in interview situations. In summary the attending behaviours can be described as follows:

1. Using Eye Contact. This is looking directly at the other person when he is speaking. Eye contact means observing the speaker's facial expressions, gestures and the expression of his eyes, without staring or making him feel uneasy. It also involves breaking eye contact in a natural way while still paying attention.
2. Verbal Following. This means saying things to the speaker which show that you are following him, that you understand, or that you want him to repeat something. This can be done by actually repeating the person's words back to him or by using phrases like, "I understand", "Of course", "No, of course not", "Yes", and others.

3. Body Following. This means using your body postures and gestures to show that you are paying attention and that you understand. Simply nodding as a speaker speaks is a common body-following behaviour. Other examples are frowning, smiling, shaking your head and facing him while he is speaking.

4. Responsible Reflection. This means using your following skills to communicate your true thoughts and feelings, not indicating understanding when you don't understand or 'yes' when you mean 'no'. It also means that you let a speaker finish what he has to say and that you think about it before you respond.

5. Relaxed Appearance. By being relaxed, you will help the speaker relax, and better communication will take place. A person who is fidgeting, smoothing hair, removing and replacing glasses, chewing pencils and doing other similar actions does not help a speaker to relax.

The narrator will point out these behaviours, or the lack of them, during and at the end of the film.

The steps for using the film are:

1. The students read the sections in their books in Topic I, Unit 1 entitled Why We Listen, Attending Behaviours, and some Don'ts and Do's of Listening.

2. Look at the whole film and pay particular attention to the words of the narrator.

3. Discuss the attending behaviours shown or not shown in the different interviews and discuss the effect on the participants.

SCRIPT OF THE FILM, "LISTENING TECHNIQUES"

NARRATOR: (video and audio)

Many people seem naturally to be good talkers, but to be a good listener, most of us have to think about it and work at it.

It's important to be a good listener.

Good listening means paying attention to what is being said, and making sure you understand it. It also means letting the speaker know that you are paying attention and understanding. This encourages the speaker.

Let's think first about encouraging the speaker. You are about to take part in a conversation about working rules and benefits in a place of business. You will meet a young lady who is applying for a job. I'll ask you to pretend that you are the employer who is interviewing the young lady. She will do several things to let you know that she is following what you say and understanding you. Please make a short note of each of these things when you observe it. The interview is in progress.....

EMPLOYER: The salary is five hundred dollars a month.

GIRL: (looking at camera)
That's about the amount I expected.

EMPLOYER: It's a monthly salary, but we actually pay you twice a month.

GIRL: (nods)

EMPLOYER: Are you interested in group insurance?

GIRL: What does it cover?

EMPLOYER: We used to have quite full health coverage, but now the general health insurance covers everyone. We do have a group policy that pays for a private hospital room and some extras.

GIRL: I suppose I could decide about that after I begin work.

EMPLOYER: Any time up to the end of the month. There are rules we have to follow to get the low group rate. A new employee who wants the coverage has to join from the date of employment. We send in the premiums at the end of each month.

GIRL: I would let you know before then. I suppose you have some printed information giving more details?

EMPLOYER: Yes, I'll give you a brochure when you come to work.....

(fade out)

NARRATOR: (video and audio)

Here are some of the listening skills you may have noticed. The young lady made a comment about the salary. She looked right at you most of the time. When told the salary would be paid twice a month, she nodded her head. When asked whether she wanted group insurance, she inquired as to what it would cover. When promising to make a decision she let the employer know she understood the deadline was the end of the month. She was very much involved in the conversation. She evidently knew that listening is an active process.

It looked very easy and natural, didn't it? But let's see how that conversation might have gone if the young lady had not had listening skills. Notice the kind of impression she makes on you now.....

EMPLOYER: Your work would be to decide what the displays in our three windows will be each week, getting the merchandise you need from the departments concerned, and actually dressing the windows. We can give you a young man from the shipping department to help you with any heavy articles. Have you had experience at this kind of work?

GIRL: (making eye contact)
(I've always been interested in artistic work. I took art classes when I was in high school and now I'm taking a correspondence course in interior decorating.

EMPLOYER: That's interesting. But have you actually had experience at window dressing?

GIRL: Not really, but it's something I've always thought I'd like to do.

EMPLOYER: Of course the displays are related to the season of the year, and we like to show our newest stock. It means keeping very closely in touch with all the departments; that requires someone who gets along well with other people.

GIRL: You said something about writing ads, too, didn't you?

EMPLOYER: Yes, we'll come to that in a minute. What were some of your outside activities in school? Do you belong to any clubs? .....

(fade out)

NARRATOR: This young lady made eye contact with you, but she didn't make much mental contact. She was apparently avoiding the question about experience in window dressing, but her reply didn't make a good impression, did it? If she had said, "No, but I took art classes in school, and (etc.)", she would have shown she was listening and she still would have told you about her artistic training. When you remarked that the job required the ability to get along well with people, she didn't treat it as a question. Either she wasn't listening carefully, or else she was again avoiding the topic. Sometimes people fail to hear what they don't want to hear. Did it occur to you that our young lady might have been applying for a job for which she didn't have the advertised qualifications?

Here is another applicant, for a different job.....

EMPLOYER: The salary is five hundred dollars a month.

GIRL: (examines fingernails, makes no sign or comment)

EMPLOYER: Are you interested in group insurance?

GIRL: (fiddling with hair)

I might be.

EMPLOYER: Well, we have a group insurance plan. We give a brochure to every new employee.

GIRL: I'll think about it.

EMPLOYER: Of course you realize we have quite a few applicants to see as a result of our ad in the paper.

GIRL: (glances at employer in an unhappy way, then returns attention to her fingernails)

Yes, I suppose so.....

(fade out)

NARRATOR: (video and audio)

You must have felt quite differently about that conversation. There was almost no eye contact, except for that brief unhappy glance at the last. And that fiddling with her hair - I'm sure you noticed it. People do that sort of thing when they're ill at ease, and it usually makes the other person ill at ease too. This young lady was so nervous and withdrawn that she seemed almost ill-tempered. Perhaps you wondered what you had done to frighten her so badly. And did you notice she didn't get nearly so much information as the other girl did? But then, she didn't encourage you to talk, did she?

Here's another applicant. Again, we're in the middle of the interview.....

EMPLOYER: This is a bookkeeping job, as you know. What are your qualifications as a bookkeeper?

YOUNG MAN: (swinging back and forth in swivel chair)
I graduated in bookkeeping from the McCarthy Business School two years ago.

EMPLOYER: And what have you been doing since then?

YOUNG MAN: (rocking backward and forward in swivel chair)
I've been working as a bookkeeper for the Martin Edwards Company.

EMPLOYER: Are you still employed there?

YOUNG MAN: (swinging back and forth again)
Yes.

EMPLOYER: Why do you want to change jobs?

YOUNG MAN: (tapping fingers on arm of chair)
I'd like to get into a larger company, where there's more room for advancement.....

(fade out)

NARRATOR: There was some eye contact, but it took much effort when the applicant was swinging back and forth in that chair. The answers the young man was giving were quite suitable, but his body movements gave every indication of nervousness. It didn't give you the impression that he had much self-confidence, did it?

Let's see what this applicant will do.....

EMPLOYER: How far did you go in school?

YOUNG MAN: (in a low rather monotonous voice, not looking at the employer)
I completed high school, and my favourite subjects were history and literature. I was a member of the debating society, and was an honours student. I was chosen as the valedictorian in my final year. I spoke about the future, and how people graduating at this time must prepare for change in the years ahead. I've done a lot of reading about change. Have you read Toffler's book, Future Shock? I got quite a few of my ideas from that book. I suppose your business has had many changes over the years.

EMPLOYER: Yes, indeed. Now, getting back to your education, what sort of qualifications do you have for a bookkeeping job?

YOUNG MAN: (in the same voice, not looking at employer)
I took a bookkeeping course at the McCarthy Business School two years ago, and since then I have been employed at the ABC Dairy. I receive the slips from the delivery men when they come in from their rounds, and balance them up with their cash. Sometimes it's after six o'clock when I finish up, especially when the weather is bad or there's a holiday coming, when they are later finishing their rounds. They have eighteen delivery men.....

EMPLOYER: Let's get back to the bookkeeping course. Did you finish the course and graduate?

YOUNG MAN: (same voice, not looking at employer)
No. You see I had this chance of a job with the dairy, so I took it. I've always intended to go back in the evenings and finish up, but I haven't got around to it yet.....

(fade out)

NARRATOR: This young man was full of information and didn't know when to stop giving it. At the last, you had to interrupt him to get the details you really wanted. If he had been watching you, he probably would have noticed that you were getting impatient. Another important part of listening is to watch for the effect we are having on the other person. The facial expression of the other person can tell us as much, sometimes, as words do.

Here is our last applicant.....

EMPLOYER: What is your experience in bookkeeping?

YOUNG MAN: (looking at employer, not showing any signs of nervousness) I have done bookkeeping in the evenings for a law firm for the past two years.

EMPLOYER: Are you employed during the day?

YOUNG MAN: Yes, I work for the collections' department of the Coast-to-Coast Loan Company.

EMPLOYER: So you're doubly employed as a bookkeeper?

YOUNG MAN: No, my daytime duties are collection work. I have a certain block of accounts and I look after them. I check each one regularly, and write a letter or call on the phone if the account is in arrears. I *use* the ledgers a great deal, but I don't make the entries.

EMPLOYER: We're looking for someone who can take on all our bookkeeping. You would be pretty much on your own.

YOUNG MAN: That's the way I have been working at the law office, and there has been no problem there.

EMPLOYER: Yes, that kind of experience would be helpful on this job.

YOUNG MAN: I take it that you only employ one bookkeeper.

EMPLOYER: That's right. So we have to get a man who can stand on his own feet. Would you keep on working for the law firm?

YOUNG MAN: I wouldn't need to, because this position carries a higher salary than the one I have now. Of course, I'd have to continue with the law firm until they could arrange for someone to take my place.....

(fade out)

NARRATOR: This applicant did some good listening, and he let you know that he was following what you said. He listened to find out what kind of information you wanted, and he gave it to you. He didn't ramble on. When you assumed that his daytime work was bookkeeping, he corrected your assumption. He looked you in the eye most of the time. At one point, he expressed his assumption that you employed only one bookkeeper; that showed he had been listening for the implications of what you said, as well as just the words.

We have seen several good listening techniques demonstrated -- by the young lady at the beginning, and the young man at the end. Let's review them, and give them some names:

1. The first is eye contact - looking the other person in the eye most of the time.

2. The second is something we might call "following" - letting the other person know you are tuned in to what he is saying. Nodding your head, or smiling when he says something intended to be amusing would be examples of using your body to show following; words are also used for the same purpose. We have to be careful about these "following" behaviours. For instance, nodding the head implies agreement; we wouldn't do it unless we actually agree that what has been said is correct.

3. Then, there's the behaviour we just saw when the young man figured out that you were implying you kept only one bookkeeper, and checked out his assumption. He reflected your meaning back to you, like a mirror. Sometimes reflecting is done by simply repeating the person's words. I suppose this is another form of following, but let's list "reflecting" separately.

4. The last behaviour is "helping the other person to be at ease, and encouraging him or her to talk". This is accomplished mainly by being at ease with oneself -- or at least not showing evidence of uneasiness or nervousness. Perhaps that last applicant was a little nervous - it's natural in a job interview, where your future may depend on the impression you make. But he managed to give the impression of a composed young man with self-confidence, and that made a good impression. I'm sure you felt comfortable talking to him.

We will refer to all these behaviours as "attending behaviours" -- behaviours that show you are giving attention.

Briefly, the attending behaviours are:

a. eye contact
b. following - by body attitude, and by words
c. reflecting back words or meanings
d. helping the other person to feel at ease, by appearing to be at ease yourself

These four attending behaviours can mean the difference between having a difficult, unsatisfactory interview and having an easy, successful one. Remember, good listening is an active process.

Happy interviews!

Note to Instructor: Stop the film at this point and discuss the attending behaviours demonstrated and their effect on the participants in the interviews. Then look at the remainder of the film.

NARRATOR: We have seen that many people seem naturally to be good talkers, but to be a good listener, most of us have to think about it and work at it. It's important to be a good listener because good listening means you are paying attention to what is being said and you are making sure you understand it. It also means that the speaker knows you are paying attention and that you understand what he is saying. This encourages the speaker. Let's review our good and poor examples of each attending behaviour so you will be able to compare them and their effect on you as a listener.

First, Eye Contact means looking the other person in the eye, watching facial expression and body movements for a deeper meaning to the words he is using. Proper use of Eye Contact helps put the other person at ease. The failure to look at the speaker blocks the free flow of thought between you, and makes both of you feel uncomfortable.

Second, Verbal Following is saying things that show the speaker you are following the flow of the conversation. Here are the examples of Verbal Following:

(Good example of Verbal Following from tape.)

This comment let the employer know that this young man was part of the conversation.

(Poor example of Verbal Following from tape.)

This young lady shows she's not following the conversation and her words show she's thinking about something else.

Third, Body Following, like Verbal Following, shows the speaker that you are following the meaning of his speech. The smile, the nods, and the movement of the hands all indicate that the listener is following the conversation. In this example, the young man has so much movement which does not mean anything. It becomes difficult to know which movement is meaningful and which is not. (Poor Body Following.)

The last example of the attending behaviours will be Responsible Reflection. This behaviour shows that the listener is actively involved in the conversation.

(Voice from tape. Good example of reflection.)

The young man drew from the early points of the conversation, made a conclusion and presented that conclusion for verification.

(Voice from tape. Poor example of reflection.)

This statement by the young lady did not add to the flow of thought but completely changed it to another. Was her mind following or was she wandering?

(As the narrator mentions each behaviour, the words "Eye Contact", "Verbal Following", "Body Following", "Responsible Reflection" flash on the screen.)

By being at ease yourself you are helping the other person to feel at ease. These four attending behaviours can mean the difference between having a difficult, unsatisfactory interview and having an easy, successful one. Remember, good listening is an active process.

(This is the end of the film.)

UNIT 2 : LISTENING PRACTICE

OBJECTIVE

1. Practise good listening techniques in a listening practice exercise by listening for main ideas, important details and information, directions, supporting reasons, order of details, inferences and indications of how to apply information and of several points to be made by a speaker.

LEARNING ACTIVITIES

1. Exercise 1. Listen to the audiotape Listening Practice and do the accompanying exercise.

   Student's Book: Projectual Set: Questions for "Listening Practice"
   Listening Practice Answer Sheet

EXERCISE 1. THE AUDIOTAPE, "LISTENING PRACTICE"

The tape "Listening Practice" provides advice on the techniques of good listening and an exercise in which the techniques can be specifically applied. The running time of the tape is twenty minutes, excluding the periods when it is stopped while students answer questions. It contains 20 short speeches of graduated difficulty, spoken by different voices. While it could be used on an individual basis, it lends itself to group application.

The steps for using the taped exercise are:

1. The students listen to Speech #1. Then the instructor stops the tape at the musical tone and shows the questions for Speech #1 on the overhead projector, using the prepared projectual. The students write the answers on the answer sheet in their books.

2. When all students have finished writing their answers to the questions, (this exercise emphasizes power, not speed) the instructor starts the tape for Speech #2. Continue as in Step 1 for all the speeches.

3. When the students have answered all the questions, they should then listen to the second part of the tape, in which the speeches are repeated. The students can mark their own answers for each speech. The instructor should stop the tape after each speech and discuss the answers with the class. In this way, the student may experience additional insight during this second period of listening.

The following pages contain the script of the "Listening Practice" audiotape.

SCRIPT OF THE AUDIOTAPE, "LISTENING PRACTICE"

NARRATOR: You will spend the next few minutes listening to short speeches on this tape and answering a few questions after every speech.

The tape will give you practice in listening. It will also give you some hints about how to become a better listener.

We listen for many different purposes. Sometimes we listen for a few important details. Sometimes we need to remember the details in a certain order. Sometimes we listen to a fairly long speech, and try to pick out the main ideas and remember them. Sometimes we listen to hear reasons.

There are twenty speeches on the tape. After each one, there is a musical tone like this: (tone). The tone is a signal that the tape will be stopped, and you will begin answering the questions about the speech you heard.

The questions will be projected for you to read, and you will answer them on the "Listening Practice Answer Sheet" in your book.

Sometimes you will write your answer in words; sometimes you will be asked to look at several answers and circle the correct one or ones.

During the first few speeches, just listen for details.

SPEECH #1 The next news broadcast will be at 10 p.m. We can tune it in at 570 on the radio dial.

(tone)

SPEECH #2 The desk is 4 feet long, 2 1/2 feet wide, and 29 inches high.

(tone)

SPEECH #3 Mr. Watson phoned about the roses he ordered. He said, "Please don't deliver today. There's no one at home. Deliver them next Thursday instead."

(tone)

NARRATOR: So far, you have just been listening for details. The order didn't matter. But it will be important in this next speech. As you listen, try to think of what you would be doing if you were following the instructions.

SPEECH #4 To go to the Johnson Building, you turn right as you leave this building, walk two blocks, then turn left, and go one more block.

(tone)

NARRATOR: To hear and remember peoples' names, one must listen very carefully. This is especially true when people are being introduced. That is what the next speech is about.

SPEECH #5 Miss Adams, this is Mr. White, and this is Mr. Peterson.

(tone)

NARRATOR: Now you're going to start listening for reasons, as well as details, and you'll have to think about what the information means when you answer the questions.

SPEECH #6 It's a good idea not to turn your automatic camera to the next picture immediately after you take one. Then you won't spoil part of your film by accidentally depressing the picture lever, because the lever won't go down under those conditions.

(tone)

SPEECH #7 If the weather hadn't turned cold so suddenly last night, causing Margaret to plug in the electric heater in a hurry, she might have noticed that the covering of the cord was worn off, and the house might never have caught fire.

(tone)

SPEECH #8 The Montreal Expos baseball club were behind the New York Mets eight to three at the end of the seventh inning, in which the Mets had scored two runs. In the eighth, the Expos scored two home runs. Then in the ninth inning they won the game 9 to 8. The Montreal fans went wild. Some people say baseball isn't exciting enough - but who could want a more exciting game than that one?

(tone)

SPEECH #9 If you are making 7 copies or more, you should use the big copying machine. For fewer than 7, use the small copier. The reason is that 7 copies are the minimum charge on the big machine; we have to pay for seven copies even if you make only one or two. On the small machine, we pay only for the number of copies actually made.

(tone)

SPEECH #10 The working hours are from 8 to 4, with an hour off at noon. The regular pay is five dollars an hour, with time and one-half for overtime. This means that if an employee works an hour overtime, he is paid for an hour and a half.

(tone)

SPEECH #11 In the most northern parts of Canada, the ground is frozen all year. Only a few inches near the top thaw out each summer. In some places the ground is frozen down as deep as 1600 feet. This frozen part is called permafrost. If the heat from a house melts the frost underneath, the ground turns to soft, wet mud and the house sinks down into it. Houses must be built in a special way to avoid this.

(tone)

NARRATOR: Sometimes people talk fast and say unimportant things. You have to ignore the useless talk and listen for the really important information. Sometimes the speaker hopes you will be carried away by his words and miss the real details. Don't be carried away by this fellow. Keep thinking about the actual information he is giving, the important information that can be proved and depended on.

SPEECH #12 This is the finest vacuum cleaner on the market. It picks up all dust and lint the first time over. It's a real labour saving device. And the company gives a written guarantee that any motor parts which need to be replaced within six months will be supplied free of charge. But I'll guarantee you won't have any trouble with this beauty. My own family has one, and my wife wouldn't have any other kind. She says it's so good the company might as well give a lifetime guarantee.

(tone)

NARRATOR: Sometimes there are several details and ideas, and we have to decide which are the important ones that we should remember. Dates may be important, but they are not always the main point of the speech. This next speech will be spoken slowly. As you listen, try to decide what the most important parts of the message are, and remember them.

SPEECH #13 In 1969, the American Dental Association stated that cigarette smokers are four times more likely to get cancer of the mouth, compared to non-smokers. People who smoke cigars and pipes also run a risk of having mouth cancer. Two out of three cases of mouth cancer lead to death within five years.

(tone)

NARRATOR: Sometimes a speaker tells you what he is going to talk about. When this is done, it is usually in regard to the more important information. Part way through this next speech, you will hear a sentence that tells you something interesting and important is going to follow. Listen for other information too, but especially notice this helpful sentence.

SPEECH #14 We have become used to the idea of oil wells being drilled in the sea, near the coast of continents. But many people don't know that diamonds have been dredged up from the floor of the sea since 1952. Another valuable substance may soon be mined in this way. Recently, mining companies have been exploring the sea coasts of North America to find out whether gold can be dredged up cheaply enough to make the operation worth while.

(tone)

NARRATOR: Did you hear that special sentence I asked you to listen for? It was this one: "Another valuable substance may soon be mined in this way." That gave you the idea that something important was going to follow.

SPEECH #15 In 1969, a survey showed that only 8% of the women who were interviewed believed they were not being treated fairly, compared to men, in the business world. The same survey, repeated in 1973, showed that 40% of the women believed that they were being paid lower wages than men were paid for the same work. 30% felt they had been treated unfairly in not being hired or not being promoted.

(tone)

NARRATOR: As you have probably noticed, you can often get information which the speaker doesn't actually put into words. You can figure it out from some of the things he does say. To do this, you have to listen carefully and think about the meaning of what you have heard. You will need to do that while you listen to the next few speeches.

SPEECH #16 Muskoxen spend all their lives in the barren lands of the far north. They live and wander in large groups. Each male in the group collects as many females as possible for his harem. When the group is attacked by wolves, the muskoxen don't run. The males form a tight circle, facing outward. In the centre are the females and the calves. The wolves find themselves looking at a row of sharp, menacing horns. A wolf who comes too close will probably be dead in a few seconds, killed by the horns or the hooves of one of the angry bull muskoxen.

(tone)

SPEECH #17 The first page of a book is always a right-hand page, and all other pages are arranged accordingly. So, of course, the second page is a left-hand page.

(tone)

SPEECH #18 I want the walls and ceiling of the dining room painted light green, and the woodwork white. All the floors, except the kitchen and bathroom, will be covered with wall-to-wall carpet in a gold colour.

(tone)

SPEECH #19 The idea of getting rich quickly has always appealed to people. One exciting way has been to look for gold, silver and other valuable treasures in wrecked ships that have been lying at the bottom of the sea for many years. The work is difficult because the wrecks are covered with sand, and mud, and things that grow in the sea. Worse still, man-eating sharks may be near the wreck.

Some treasure hunters have spent a great deal of time, effort and money, without ever finding anything worth while. Others have been lucky; sometimes we read about them in the newspaper. However, some searchers who find a wreck full of treasure don't tell anybody about it, so no one else will get any of the treasure before they finish getting it themselves.

(tone)

NARRATOR: In a fairly long speech, much information may be given. Some parts will be more important than others. Some facts or thoughts may be closely related to each other. In other words, the speech may be organized around a few main topics. The speaker will often help you to hear what these main topics are. If you think about each main topic, and the facts and thoughts that are related to it, you will understand better, and remember better.

Here is an example of what I mean. The speaker may say something like this: "There are several reasons why people like to go fishing." (So now you know in a general way, what he's going to talk about.) "One reason is the challenge of a strong, wily sport fish. Getting him on the hook is a long way from getting him into the boat." (He hinted he was going to give some reasons. That was one of them.)

"Another reason is the sheer pleasure of being outdoors." (That word "another" probably means there are still more reasons to come. Otherwise, he probably would have said, "The other reason...") Do you get the idea? The speaker has carefully organized his thoughts, and he is helping you to organize your listening in the same way. Try listening to the next speech in this way, organizing it as you go along.

SPEECH #20 Beavers, which are found in most parts of Canada, have many enemies, including man, who trap them for their valuable fur. One way the beaver tries to avoid his enemies is by staying under water much of the time.

There are several ways in which his body is well adapted for staying under water. He can hold his breath for as long as 15 minutes. He is able to close his nose and ears completely, to keep the water out. The beaver also has a third, inner eyelid, which he can see through; he puts this over his eyes to protect them while he is swimming under water.

Another way the beaver avoids his enemies is by doing his work at night.

His work involves cutting down trees with his four long front teeth. All the adult beavers in the colony help with the work.

What do the beavers do with these trees? Well, they use the small branches to build their house or lodge - usually in a small stream or creek. If the water isn't deep enough to suit them, they use some of the tree logs and large branches to build a dam. The beaver's main food is the bark of trees.

(tone)

NARRATOR: I have given you several hints about good listening. I hope they have helped you. If they did, perhaps you can use them in future when it is important that you listen well. This is the end of the Listening Practice.

NOTE

The second part of the tape, which follows, repeats only the twenty speeches without the narration. This part should be played, speech by speech, so that the students can check their own answers. The instructor should stop the tape after each speech and discuss the answers with the class.

PROJECTUAL SET : QUESTIONS FOR "LISTENING PRACTICE"

OBJECTIVE #1: Practise good listening techniques in a listening practice exercise by listening for main ideas, important details and information, directions, supporting reasons, order of details, inferences and indications of how to apply information and of several points to be made by a speaker.

STRATEGY: Show the projectuals in order after the students have listened to each question on the audiotape. Show only the questions for the speech that has just been heard. The other questions on the projectual can be covered by a card or sheet of paper.

INTRODUCTION: *Here are the questions for the speech you have just heard. Answer them on the Listening Practice Answer Sheet in your Student's Book.*

SPEECH 1

1. WHEN IS THE NEXT NEWS BROADCAST ?
2. AT WHAT PLACE ON THE RADIO DIAL CAN IT BE TUNED IN ?

SPEECH 2

1. HOW LONG IS THE DESK ?
2. HOW WIDE IS THE DESK ?
3. HOW HIGH IS THE DESK ?

SPEECH 3

1. WHAT IS TO BE DELIVERED ?
2. WHEN IS THE DELIVERY TO BE MADE ?
3. WHO GAVE THE INSTRUCTIONS ?
4. HOW WERE THE INSTRUCTIONS GIVEN ?

SPEECH 4

TO GO TO THE JOHNSON BUILDING, YOU

1. LEAVE THIS BUILDING AND TURN RIGHT / LEFT
2. WALK ONE / TWO / THREE BLOCK(S)
3. THEN TURN RIGHT / LEFT and
4. WALK ONE / TWO / THREE BLOCK(S)

SPEECH 5

1. HOW MANY MEN WERE INTRODUCED ?
2. CIRCLE THEIR NAMES :

   Mr. WHITE / Mr. PIKE / Mr. PETERS / Mr. PETERSON
3. CIRCLE THE NAME OF THE LADY THEY WERE INTRODUCED TO:

   Miss EVANS / Miss ADAMSON / Miss ADAMS / Miss ANDERSON

SPEECH 6

1. IF YOU FOLLOW THAT SUGGESTION, WHEN WOULD YOU TURN THE FILM FOR THE NEXT PICTURE ?
2. WHY ?

SPEECH 7

1. WHAT HAPPENED TO THE HOUSE ?
2. WHEN DID IT HAPPEN ?
3. WHAT WAS WRONG, THAT CAUSED IT ?
4. WHOSE ACTION CAUSED IT ?

SPEECH 8 •

1. WHAT TWO TEAMS WERE PLAYING ? (Circle answers)
   EXPOS / CARDINALS / DODGERS / METS / PHILLIES
2. WHICH TEAM WON ?
3. WHAT WAS THE FINAL SCORE ?
4. WHAT WAS THE LAST INNING IN WHICH THE LOSING TEAM SCORED ?

SPEECH 9

1. WHICH MACHINE SHOULD BE USED TO MAKE 4 COPIES ?
   (Circle the answer) LARGE SMALL
2. IF THE WRONG MACHINE IS USED TO MAKE 4 COPIES , HOW MANY COPIES WILL BE PAID FOR UNNECESSARILY ?

SPEECH 10

1. HOW MANY HOURS A DAY ARE THE REGULAR WORKING HOURS, NOT INCLUDING THE NOON HOUR ?
2. WHAT IS THE REGULAR HOURLY RATE OF PAY ?
3. WHAT WILL AN EMPLOYEE BE PAID FOR A DAY WHEN HE HAS WORKED THE REGULAR HOURS PLUS 2 HOURS OVERTIME ?
4. WHAT IS THE REGULAR QUITTING TIME ?

SPEECH 11

1. HOW DEEPLY IS THE GROUND FROZEN IN SOME PARTS OF NORTHERN CANADA ?
2. WHAT IS THIS FROZEN GROUND CALLED ? (Circle answer)
   PERMANENT FROST / PERMAFROST / DEEP FROST
3. DOES IT EVER MELT ? (Explain)
4. HOUSES MUST BE BUILT IN A SPECIAL WAY TO AVOID ________

SPEECH 12

1. DOES THE GUARANTEE ON THE VACUUM CLEANER COVER ANY PART THAT NEEDS TO BE REPLACED ?
2. HOW LONG WOULD THE GUARANTEE REMAIN IN FORCE ?

SPEECH 13

1. WHAT KIND OF SMOKING IS MOST LIKELY TO CAUSE CANCER OF THE MOUTH ?
2. HOW MANY TIMES MORE LIKELY IS IT THAT THESE SMOKERS WILL GET MOUTH CANCER COMPARED TO NON-SMOKERS ?
3. a. MOUTH CANCER CAUSES DEATH IN ___ OUT OF ___ CASES ;
   b. WITHIN FIVE YEARS / MONTHS . (Circle)

SPEECH 14

1. WHAT VALUABLE SUBSTANCE HAVE PEOPLE BEEN DREDGING UP FROM THE FLOOR OF THE SEA FOR MANY YEARS ?
2. SINCE WHAT YEAR ?
3. WHAT OTHER SUBSTANCE MAY SOON BE MINED IN THIS WAY?
4. WHERE IS THIS POSSIBILITY NOW BEING EXPLORED ?

SPEECH 15

1. IN WHAT YEAR WAS THE FIRST SURVEY MADE ?
2. AT THAT TIME, WHAT PERCENTAGE OF WOMEN THOUGHT THEY WERE BEING DISCRIMINATED AGAINST ?
3. IN 1973, WHAT PERCENTAGE OF THE WOMEN WHO WERE INTERVIEWED THOUGHT THEY WERE TREATED UNFAIRLY AS TO HIRING OR PROMOTION ?
4. IN 1973, WHAT PERCENTAGE THOUGHT THEY WERE DISCRIMINATED AGAINST IN WAGE RATES, COMPARED TO WAGE RATES FOR MEN DOING SIMILAR WORK ?

SPEECH 16

1. MUSKOXEN TRAVEL IN LARGE GROUPS. IS EACH GROUP A HERD (made up of several families) OR IS IT JUST ONE FAMILY (containing a male and all the females he has been able to collect for his harem, plus their calves) ? (Circle)

   HERD / FAMILY

2. WHERE DO THE MUSKOXEN LIVE IN CANADA ?
3. A BULL MUSKOX CAN KILL A WOLF WITH HIS

   a. ________________ b. ________________

SPEECH 17 (Circle)

1. PAGE 23 WOULD BE ON THE LEFT / RIGHT
2. PAGE 31 WOULD BE ON THE LEFT / RIGHT
3. PAGE 56 WOULD BE ON THE LEFT / RIGHT

SPEECH 18

1. WHICH ROOM IS TO BE PAINTED ?
2. WHAT IS TO BE THE COLOUR OF
    - a. THE WALLS ?
    - b. THE CEILING ?
    - c. THE FLOOR ?
    - d. THE WOODWORK ?

SPEECH 19

1. WHERE DO SOME PEOPLE LOOK FOR GOLD AND SILVER IN THE HOPE OF GETTING RICH QUICKLY ?
2. THE TREASURE IS USUALLY HARD TO FIND BECAUSE OF
   a. ____________ b. ____________ c. ____________
3. THE SEARCH IS OFTEN DANGEROUS BECAUSE OF ________
4. WOULD IT BE POSSIBLE FOR SOMEONE TO MAKE A COMPLETE REPORT ON ALL THE TREASURE FOUND IN THE SEA EACH YEAR ?

SPEECH 20

1. THE BEAVER IS ABLE TO HOLD HIS BREATH UNDER WATER FOR AS LONG AS ________ MINUTES
2. HE CAN MAKE SPECIAL ADJUSTMENTS TO 3 PARTS OF HIS BODY FOR STAYING UNDER WATER.
   NAME EACH PART AND TELL WHAT HE DOES TO IT.
   a. ________ ______________________________
   b. ________ ______________________________
   c. ________ ______________________________
3. THE BEAVER TRIES TO AVOID HIS ENEMIES BY
   a. ______________________________________
   b. ______________________________________
4. BEAVERS MAKE 3 USES OF THE TREES THEY CUT DOWN.
   THEY USE a. THE LOGS AND LARGE BRANCHES __________
   b. THE SMALL BRANCHES ______________
   c. THE BARK ____________________
5. FROM THIS SPEECH ABOUT THE BEAVER, A PERSON COULD ASSUME THAT THE BEAVER SLEEPS (Circle)
   a. UNDER WATER / ABOVE WATER
   b. AT NIGHT / IN THE DAYTIME

Listening Practice Answer Sheet

As the instructor plays the audiotapes, listen carefully to what is being said. After the tone the tape will be stopped and a projectual with questions about the information you heard will be shown to you. Answer the questions in the following blanks or circle the right answer.

SPEECH #1

1. *10 p.m.*
2. *570*

SPEECH #2

1. *4 feet*
2. *2½ feet*
3. *29 inches*

SPEECH #3

1. *roses*
2. *next Thursday*
3. *Mr. Watson*
4. *by phone*

SPEECH #4

1. [✓ right] / left
2. one / [✓ two] / three
3. right / [✓ left]
4. [✓ one] / two / three

SPEECH #5

1. 2
2. [✓ Mr. White] / Mr. Pike / Mr. Peters / [✓ Mr. Peterson]
3. Miss Evans / Miss Adamson / [✓ Miss Adams] / Miss Anderson

SPEECH #6

1. *just before taking the next picture*
2. *to avoid spoiling part of the film if the lever is depressed accidentally*

SPEECH #7

1. *it caught fire (or burned)*
2. *last night*
3. *the covering of the heater card was worn off*
4. *Margaret's*

SPEECH #8

1. [✓ Expos] / Cardinals / Dodgers / [✓ Mets] / Phillies
2. *Expos*
3. *9 to 8*
4. *7th*

SPEECH #9

1. large / [✓ small]
2. *3*

SPEECH #10

1. *7*
2. *$5.00*
3. *$50.00*
4. *4 p.m.*

SPEECH #11

1. *1600 feet*
2. permanent frost / [✓ permafrost] / deep frost
3. *Yes, but only to a depth of a few inches*
4. *melting the permafrost underneath (The further explanation about the house sinking into the mud could be included here.)*

SPEECH #12

1. *no*
2. *6 months*

SPEECH #13

1. *cigarette*
2. *4*
3. a. *2* , *3* .
   b. [✓ years] / months

SPEECH #14

1. *diamond*
2. *1952*
3. *gold*
4. *along the sea coast of North America*

SPEECH #15

1. *1969*
2. *8%*
3. *30%*
4. *40%*

SPEECH #16

1. [✓ herd] / family
2. *in the barren lands of the far north (or "tundra" or "far north", etc.*
3. a. *horns* and b. *hoofs*

SPEECH #17

1. left / [✓ right]
2. left / [✓ right]
3. [✓ left] / right

SPEECH #18

1. *dining room*

2. a. *light green*

   b. *light green*

   c. *gold*

   d. *white*

SPEECH #19

1. *wrecked ships on the sea bottom*

2. a. *sand*

   b. *mud*

   c. *things that grow in the sea*

3. *sharks*

4. *no*

SPEECH #20

1. *15*

2. a. *nose* *closes it*

   b. *ears* *closes them*

   c. *eyes* *puts third eyelid over them*

3. a. *staying under water much of the time*

   b. *doing his work at night*

4. a. *to build a dam*

   b. *to build a lodge*

   c. *as food (or "to eat")*

5. a. under water / [✓ above water]

   b. at night / [✓ in the daytime]

41/42

WHO?

WHY?

WHEN?

HOW?

WHAT?

WHERE?

III

QUESTIONING FOR INFORMATION

QUESTIONING FOR INFORMATION

OBJECTIVES

Students will learn and practice questioning techniques which will enable them to get information relevant to occupations and jobs. Specifically, students will:

1. Use what, when, where, who, why and how questions appropriately to get information;
2. Make a questioning behaviour analysis by evaluating questioning behaviours demonstrated by another person;
3. Evaluate answers to information-seeking questions and determine which additional questions are required to further define or clarify the information required in a particular situation;
4. Demonstrate proper and appropriate questioning techniques, the ability to get information effectively, and good attending behaviours in given role-play situations.

OVERVIEW

By listening to taped models of questioning behaviours, students evaluate performance of questioners. A series of programmed exercises are included to provide experiences with the 6WH questions. After being exposed to these skills, role-play activities follow to provide simulated situations for practice. Questioning techniques developed here are intended to support activities associated with getting occupational information, identifying job openings and information, and getting information in job interviews. The topic is broken into two units:

Unit 1 - Questioning Techniques includes programmed exercises on the 6WH questions, and the taped questioning behaviour model and analysis.

Unit 2 - Questioning Practice first introduces the student to role-play situations and then provides a series of role-plays designed to simulate experiences which will be required in later parts of the course and to evaluate questioning and listening skills.

EVALUATION

Students complete the programmed exercises, and they rate the questioning, listening and attending behaviours of other students and themselves.

UNIT I : QUESTIONING TECHNIQUES

OBJECTIVES

1. Identify, evaluate and use who and what questions in obtaining information;
2. Identify, evaluate and use when and where questions in obtaining information;
3. Identify, evaluate and use how and why questions in obtaining information;
4. Evaluate questioning techniques demonstrated on an audiotape with respect to effectiveness in getting information.

LEARNING ACTIVITIES

1. Exercise 1. Do the programmed exercises: Using What And Who Questions; Using When And Where Questions; Using How And Why Questions.

   Student's Book: Programmed Exercises

2. Exercise 2. Listen to Question/Answer Model No. 1 audiotape and fill in the check list that accompanies it.

   Student's Book: Question/Answer Check List A

3. Exercise 3. Listen to Question/Answer Model No. 2 audiotape and fill in the check list that accompanies it.

   Student's Book: Question/Answer Check List B
   Questioning Skills Record

EXERCISE 1.

PROGRAMMED EXERCISE : USING "WHAT" AND "WHO" QUESTIONS

When you have completed this program you will be able to identify and use questions which seek information that answers what and who type questions.

FRAME 1

1. Questions seeking information about a thing or an event are called what questions.
2. Questions asking for the name of a person, persons or organization are called who questions.
3. Identify the following as what or who questions by inserting a check mark (✓) under what or who:

		WHAT	WHO
a.	Name of person	☐	☐
b.	An event	☐	☐
c.	Name of organization	☐	☐
d.	Names of people	☐	☐
e.	Thing that happened	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAME 1.

Correct responses:

FRAME 1 WHAT - b and e
WHO - a, c and d

FRAME 2

1. Questions seeking information on what or who do not necessarily have the words what or who in them. For example, "What education do you have?" and, "Do you have Grade 10?" are both what questions because they seek information about a thing or event. In the same way the following are both who questions: "Who went with you?" and, "What is his name?" because they are seeking the name of a person.

2. Identify the following as what or who questions:

		WHAT	WHO
a.	What is your age?	☐	☐
b.	Are you over 40?	☐	☐
c.	Who is he?	☐	☐
d.	Which agency did you phone?	☐	☐
e.	Did you visit a doctor?	☐	☐
f.	What is his name?	☐	☐
g.	What did he advise?	☐	☐

FRAME 3

1. Information-seeking questions may deal with the past, the present, or the future:

   a. Questions seeking information about a thing or an event are called what questions.

   b. Questions seeking the name of a person, persons or organization are called who questions.

2. Identify the following as what or who questions:

		WHAT	WHO
a.	How much did it cost?	☐	☐
b.	What is your monthly payment?	☐	☐
c.	What store did you buy it from?	☐	☐
d.	Will they repossess it?	☐	☐
e.	Who else do you plan to see?	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAMES 2 AND 3.

Correct responses:

FRAME 2 WHAT - a, b, e and g
WHO - c, d and f

FRAME 3 WHAT - a, b and d
WHO - c and e

FRAME 4

1. Many information-seeking questions are of neither the what nor who type. For this program we will identify these as other types. Questions seeking information about how, why, when or where will be other types.

2. Identify the following as what, who or other types:

	WHAT	WHO	OTHER
a. An event which happened.	☐	☐	☐
b. When did the event happen?	☐	☐	☐
c. Who did it happen to?	☐	☐	☐
d. Where did it happen?	☐	☐	☐
e. Who is he?	☐	☐	☐
f. Did he say anything?	☐	☐	☐
g. Why did he do it?	☐	☐	☐

FRAME 5

1. Identify the following information-seeking questions:

	WHAT	WHO	OTHER
a. What happened?	☐	☐	☐
b. Who did you fight with?	☐	☐	☐
c. When was the fight?	☐	☐	☐

		WHAT	WHO	OTHER
d.	Did he see a doctor?	☐	☐	☐
e.	What is his name?	☐	☐	☐
f.	When do you go to court?	☐	☐	☐
g.	What is the charge?	☐	☐	☐
h.	Which legal firm is representing him?	☐	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAMES 4 AND 5.

Correct responses:

FRAME 4
WHAT - a and f
WHO - c and e
OTHER - b, d and g

FRAME 5
WHAT - a, d and g
WHO - b, e and h
OTHER - c and f

If you have any questions about this program, please check with your instructor. When you are satisfied that you can recognize *what* and *who* questions, you are ready to ask questions in Unit 2 role-playing situations with a fellow student.

PROGRAMMED EXERCISE: USING "WHEN" AND "WHERE" QUESTIONS

When you have completed this program you will be able to identify questions which seek information or clarification, of the following types:

a. When questions.

b. Where questions.

c. Other questions which are neither when nor where.

FRAME 1

1. When questions seek information about a time or occasion.

2. Where questions seek information about a place or position.

3. Identify the following as when or where questions by inserting a check mark (✓) under when or where.

	WHEN	WHERE
a. The place it happened.	☐	☐
b. The time it happened.	☐	☐
c. The occasion.	☐	☐
d. The position.	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAME 1.

Correct responses:

FRAME 1 WHEN - b and c
WHERE - a and d

FRAME 2

1. When or where information-seeking questions do not necessarily have the words when or where in them. For example, "When did the accident happen?" and, "At what time did the accident happen?", are both when questions because they are seeking information about a time or occasion. In the same way, the following are all where questions: "Where did the accident happen?"; "On what street did the accident happen?" and, "What was the exact location?" because they are seeking a place or position.

2. Identify the following as when or where questions:

		WHEN	WHERE
a.	Where did you go?	☐	☐
b.	What cities did you visit?	☐	☐
c.	On what occasion did this happen?	☐	☐
d.	When did you return?	☐	☐
e.	At what time in the evening did it happen?	☐	☐

FRAME 3

1. Information-seeking questions may deal with the past, the present or the future, as shown:

   a. when (time or occasion) something happened, happens, or will happen.

   b. where (place or position) something happened, happens, or will happen.

2. Identify the following as when or where questions:

	WHEN	WHERE
a. What was the address?	☐	☐
b. At what time do you start work?	☐	☐
c. Where are you going?	☐	☐
d. What will your address be next March?	☐	☐
e. On what date did you buy the TV?	☐	☐
f. When are you going to see the doctor?	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAMES 2 AND 3.

Correct responses:

FRAME 2 WHEN - c, d and e
WHERE - a and b

FRAME 3 WHEN - b, e and f
WHERE - a, c and d

FRAME 4

1. Many information-seeking questions are of neither the when nor where types. For this program we will identify these as other types. Questions seeking information about what, who, how or why will be shown as other types.

2. Identify the following as when, where or other types:

	WHEN	WHERE	OTHER
a. What happened?	☐	☐	☐
b. Who saw it happen?	☐	☐	☐
c. Where were you?	☐	☐	☐
d. How does it work?	☐	☐	☐
e. What is the address?	☐	☐	☐
f. Why do you have to go there?	☐	☐	☐
g. When do you go?	☐	☐	☐
h. At what time is the appointment?	☐	☐	☐

FRAME 5

1. Identify the following information-seeking questions:

	WHEN	WHERE	OTHER
a. Did he give a reason?	☐	☐	☐

		WHEN	WHERE	OTHER
b.	What was his reason?	☐	☐	☐
c.	Where do you go next?	☐	☐	☐
d.	Why are you going there?	☐	☐	☐
e.	Who told you that?	☐	☐	☐
f.	How did you get the loan?	☐	☐	☐
g.	When will you be old enough?	☐	☐	☐
h.	What happened?	☐	☐	☐
i.	What do you have to do to get on an electrician's course?	☐	☐	☐
j.	What is the address?	☐	☐	☐
k.	When do you go?	☐	☐	☐
l.	At what time did it happen?	☐	☐	☐
m.	Did he tell you when to go?	☐	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAMES 4 AND 5.

Correct responses:

FRAME 4
WHEN - g and h
WHERE - c and e
OTHER - a, b, d and f

FRAME 5
WHEN - g, k and l
WHERE - c and j
OTHER - a, b, d, e, f, h, i and m

If you have any questions about this program please check with your instructor. When you are satisfied that you can recognize *when* and *where* questions, you are ready to ask questions in Unit 2 role-playing situations with a fellow student.

PROGRAMMED EXERCISE: USING "HOW" AND "WHY" QUESTIONS

When you have completed this program, you will be able to identify questions which seek information or clarification, of the following types:

1. How questions.
2. Why questions.
3. Other questions which are neither how or why.

FRAME 1

1. How questions seek information about the manner or way.
2. Why questions seek information about the purpose or reason.
3. Identify the following as how or why questions by inserting a check mark (✓) under how or why.

		HOW	WHY
a.	The reason	☐	☐
b.	The manner	☐	☐
c.	The way	☐	☐
d.	The purpose	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAME 1.

Correct responses:

FRAME 1 HOW - b and c
WHY - a and d

FRAME 2

1. The following may help you to understand the difference between how and why questions:

   a. How do you make a flame with a match? You could answer by saying that you have to rub (or strike) the match against a rough surface. In other words, you have stated the way (how) a match will make a flame.

   b. Why does a match burst into flame when it is rubbed against a rough surface? You could answer by saying that it takes heat, fuel and oxygen to create fire. When the match head (fuel) is rubbed (causing heat) in the air (oxygen), it will burst into flame. This explains the reason (why) a match will make a flame.

2. Identify the following as how or why questions:

	HOW	WHY
a. Why did you build a house?	☐	☐
b. How was it built?	☐	☐
c. Why are you taking this course?	☐	☐
d. How is this course operated?	☐	☐
e. How did he behave?	☐	☐
f. Why did he behave that way?	☐	☐

FRAME 3

1. How or why information-seeking questions do not necessarily have the words how or why in them. For example, "How do you get home from work?", and "In what way do you get home from work?", are

both how questions because they are seeking information about a manner or way. In the same way the following are both why questions, "Why did the accident happen?", and "What was the reason for the accident?" because they are seeking information about a reason or purpose.

2. Identify the following as how or why questions:

	HOW	WHY
a. How are you going to get the money?	☐	☐
b. In what way will you obtain the necessary credit?	☐	☐
c. How are you?	☐	☐
d. What was the reason for the fight?	☐	☐
e. Why did they argue?	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAMES 2 AND 3.

Correct responses:

FRAME 2 HOW - b, d and e
WHY - a, c and f

FRAME 3 HOW - a, b and c
WHY - d and e

FRAME 4

1. Information-seeking questions may deal with the past, the present or the future, as shown:

    a. How (in what manner or way) something happened, happens, or will happen.

    b. Why (purpose or reason) something happened, happens, or will happen.

2. Identify the following as how or why questions:

		HOW	WHY
a.	In what way did it happen?	☐	☐
b.	For what reason do you plan to do that?	☐	☐
c.	How does your boss behave to you?	☐	☐
d.	In what way did your fellow workers treat you?	☐	☐
e.	What was the reason for their behaviour?	☐	☐
f.	What do you have to do to get on a trades course?	☐	☐
g.	What is your purpose in taking a trades course?	☐	☐

FRAME 5

1. Many information seeking questions are of neither the how nor why types. For this program we will identify these as other types. Questions seeking information about what, who, when, or where will be considered other types.

2. Identify the following as how, why or other types:

	HOW	WHY	OTHER
a. What happened?	☐	☐	☐
b. Who saw it?	☐	☐	☐
c. How did it happen?	☐	☐	☐
d. Why did he do that?	☐	☐	☐
e. When did he do that?	☐	☐	☐
f. In what way does it work?	☐	☐	☐
g. What's your reason for being late?	☐	☐	☐
h. Did he give any reason for his action?	☐	☐	☐
i. What was the reason?	☐	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAMES 4 AND 5.

Correct responses:

FRAME 4 HOW - a, c, d and f
WHY - b, e, and g

FRAME 5 HOW - c and f
WHY - d, g and i
OTHER - a, b, e and h

FRAME 6

1. The word "how" sometimes appears in what questions. For example, the questions, "What was the price?", and "How much did it cost?", are both what questions. Remember that a how question is trying to get information about the manner or way.

2. Identify the following as how, why or other questions:

	HOW	WHY	OTHER
a. How many people were at the party?	☐	☐	☐
b. How did it happen?	☐	☐	☐
c. How do you get there?	☐	☐	☐
d. How far is it?	☐	☐	☐

FRAME 7

1. Identify the following information-seeking questions:

	HOW	WHY	OTHER
a. Why are you mad at Bill?	☐	☐	☐
b. What did he do?	☐	☐	☐
c. Did he give a reason?	☐	☐	☐

	HOW	WHY	OTHER
d. What reason did he give?	☐	☐	☐
e. Have you discussed this with anyone else?	☐	☐	☐
f. What was your reason for talking with her?	☐	☐	☐
g. Where does she work?	☐	☐	☐
h. How do you get there?	☐	☐	☐
i. Why should I go there?	☐	☐	☐
j. In what manner are they involved in this problem?	☐	☐	☐

PLEASE LOOK AT THE NEXT PAGE TO CHECK YOUR ANSWERS FOR FRAMES 6 AND 7.

Correct responses:

FRAME 6
HOW - b and c
OTHER - a and d

FRAME 7
HOW - h and j
WHY - a, d, f and i
OTHER - b, c, e and g

If you have any questions about this program, please check with your instructor. When you are satisfied that you can recognize how and why questions, you are ready to ask questions in Unit 2 role-playing situations with a fellow student.

EXERCISE 2. QUESTION/ANSWER MODEL NO. 1

Here is the complete script for the audiotape of Question/Answer Model No. 1. The tape tells the students when to fill in Question/Answer Check List A.

Script Of The Audiotape Question/Answer Model No. 1

We ask questions every day. Some are little friendly questions like asking "How are you?" when you meet a friend. The person usually answers "Fine, thank you." or "Very well, thanks." even if he isn't well at all. Then he asks you the same question, and you reply the same way. The aim of these questions is just to show a friendly attitude, not to get information.

However, if I'm in the hospital, and my doctor asks, "How are you?" he really wants to know.

When the questioner is trying to get information, we say he is asking "information-seeking questions". Those are the kind of questions you will need to use when planning for your employment, so they are the kind of questions you will be thinking about and practising in this unit.

Questions are usually intended to bring answers, so we'll want to do some thinking about answers, too.

For instance, an answer may tell us a fact, or an opinion. The next voices you hear will give an example:

Voice 1: Do you know what time Anderson's Radio Repair closes?

Voice 2: At 5:15.

That answer, of course, is intended as a fact. We'll assume it's correct. Any answer that is definite, will be taken as a fact answer. What about this example:

Voice 1: Do you think Anderson's is a good repair shop?

Voice 2: Yes, I think so.

And that is an opinion. There, the questioner was asking for an opinion.

But let's listen to this example, on a different subject:

Voice 3: I wonder why Jack isn't here? Doesn't he know we changed the meeting from tomorrow to today?

Voice 4: Surely, he must know.

Did the question ask for a fact? ...yes. Was the answer definite? ...not really. This answer would have to be called an opinion.

In a case like that, the questioner usually asks another question, or several questions.

Voice 3: Who phoned him?

Voice 5: I phoned his house last evening.

Voice 3: Did you speak to Jack personally?

Voice 5: No, I left the message with whoever answered the phone.

We still haven't heard whether Jack got the message; however, we are now aware that he may not have.

But let's examine the last two answers more closely:

Voice 3: Who phoned him?

Voice 5: I phoned his house last evening.

Is this a fact answer? ...Yes.

Voice 3: Did you speak to Jack personally?

Voice 5: No, I left the message with whoever answered the phone.

Is that a fact answer? ...Yes. So let's remember that fact answers can leave us still without the information we're trying to get.

As we just heard, an answer may lead to other questions. Some answers should be followed up. Let's suppose the conversation about Anderson's Radio Repair had gone this way:

Voice 1: Do you think Anderson's is a good repair shop?

Voice 2: It must be. Everyone goes there. He always has more work than he can handle.

Now, if you had a radio which you depended on using every day, and it needed repairing, and you heard this answer, what would you want to know next? ......Of course you'd want to know how long Anderson's would keep your radio. Those words, "He always has more work than he can handle" would make you wonder.

I'll mention one more point. A questioner will get farther if he makes every question count. Suppose there are five items of information which would be useful to the questioner. If he can draw out all items with five or six questions, then he can get on with the business of using the information he has obtained. If he asks forty questions to get these five bits of information, he's not doing so well. Of course, if the other person is trying to keep the information back, forty or fifty questions might be required; but even in that case, if the questioner plans his questions carefully, listens carefully to the answers, and follows up answers that should be followed up, he will get more information without asking any more questions than necessary.

Now let's listen to Joe questioning his friend, Bill. Probably parts of this conversation will remind you of some points we have just talked about. First, we hear Bill say,

Bill: Helen's a great wife, and I think a lot of her, as you know, but she's driving me crazy with her mumbling.

Joe: When did Helen start mumbling?

Bill: I don't know. She used to speak in a low voice but very clearly. Now she often mumbles when she talks to me. We used to have good talks when I came home from work. Now I can hardly hear her because of her mumbling.

Joe: Who else has complained about her mumbling?

Bill: I don't know, but I'm sure everyone must have difficulty understanding her. I'm worried about the kids. She helps them with their school work, and if they can't hear her, they're just going to have trouble. Jane, especially; she just barely passed Grade 3 last year.

Joe: (In a low voice.) Have you spoken to Helen about her mumbling?

Bill: Eh? What did you say?

Joe: Do any other people mumble when they talk to you?

Bill: Well, you did a minute ago. My foreman at work also mumbles quite often. It's noisy with all the machines going, and I often have to ask him to repeat his instructions. I don't know why people can't talk without mumbling.

Joe: Does the foreman's mumbling have any effect on your job?

Bill: It certainly does! Just the other day he bawled me out because I cut a piece the wrong length. If he had spoken clearly when he told me the size he wanted, I wouldn't have made it wrong.

Joe: When was the last time you had your hearing checked?

Bill: What do you mean? There's nothing wrong with my ears. I could hear you perfectly, except for that one time when you mumbled.

(Fade out.)

Narrator:

Now let's talk about how well Joe did with his questioning. You will need Question/Answer Check List A for Unit 1. Please stop the tape until everyone is ready.

Stop tape; get Question/Answer Check List A.

Start tape.

The Check List contains items of information that Joe needed in order to discover what Bill's trouble really was. There is a box at the left to check off each item as Joe obtains it. We'll listen to each pair of questions and answers again, and then decide how the form should be filled out. First of all, if you haven't read all the items on the Check List, please stop the tape and do that now.

Stop tape while students read the Check List.

Start tape.

Here are the first question and answer.

Joe: When did Helen start mumbling?

Bill: I don't know. She used to speak in a low voice but very clearly. Now she often mumbles when she talks to me. We used to have good talks when I came home from work. Now I can hardly talk to her because of her mumbling.

Narrator:

Joe didn't find out "when Helen started mumbling", but he did encourage Bill to go on talking about his problem, and discovered that Bill now can hardly talk to his wife at all. Should we mark that information on the Check List? ....It concerns Bill's family relationship, doesn't it? So let's put a check mark in the box to the left of Item "e". .....

Let's go on....

Joe: Who else has complained about her mumbling?

Bill: I don't know, but I'm sure everyone must have difficulty understanding her. I'm worried about the kids. She helps them with their school work and if they can't hear her, they're just going to have trouble. Jane, especially; she just barely passed Grade 3 last year.

Narrator:

Here, Joe asked for facts, but the answer he received was an opinion. However, it told Joe that Bill apparently had no proof that others had difficulty in understanding Helen. So let's check Item "a" in the form. .....

Joe: (In a low voice.) Have you spoken to Helen about her mumbling?

Bill: Eh? What did you say?

Narrator:

Joe is being very clever here. He's asking a question in words, but he is also testing Bill's hearing. He didn't get an answer to his words, but he discovered that Bill couldn't hear him when he spoke in a low tone of voice. Now we can check Item "b". .....

Joe: Do any other people mumble when they talk to you?

Bill: Well, you did a minute ago. My foreman at work also mumbles quite often. It's noisy with all those machines going, and I often have to ask him to repeat his instructions. I don't know why people can't talk without mumbling.

Narrator:

Joe didn't repeat his previous question -- perhaps to see if Bill had heard enough of it to realize it hadn't been repeated. Besides, Joe probably assumed by this time that Helen must be aware of Bill's problem.

But now Joe is learning that Bill has difficulty understanding other people too. We can check off Item "c". .....

Have you noticed how systematically Joe has done his questioning? He has suspected almost from the start that Bill's hearing was getting poor, and his questions have been chosen to find out if that is true.

Now he learns that Bill has trouble hearing instructions given to him at work. Let's see how he follows this up.

Joe: Does the foreman's mumbling have any effect on your job?

Bill: It certainly does! Just the other day he bawled me out because I cut a piece the wrong length. If he had spoken clearly when he told me the size he wanted, I wouldn't have made it wrong.

Narrator:

When Bill mentions his foreman, Joe apparently begins to wonder how badly Bill's problem may be affecting his work. This might be very serious for Bill.

The answer shows how serious it is. Let's check off Item "d". .....

Up to now, Joe has appeared to go along with Bill in the assumption that other people are mumbling, and he's been getting a lot of information from Bill. Let's hear what happened next.

Joe: When was the last time you had your hearing checked?

Bill: What do you mean? There's nothing wrong with my ears. I could hear you perfectly, except for that one time when you mumbled.

Narrator:

Joe didn't get a direct answer to his question, but from what Bill just said Joe will probably assume that Bill has not had his hearing checked. We can probably assume the same thing, so let's check off Item "f". .....

Sometimes a series of questions will result in general items of information which cannot be attributed entirely to any one question. What did Joe find out with his series of questions? Well, Joe now knows that Bill has a hearing problem but isn't aware of it. If Joe wants to help Bill, perhaps the most difficult thing he must do is to convince Bill that the trouble is in his hearing, not just in the way other people speak. This is valuable information for Joe. So let's check off Item "g". .....

At the bottom of the form there is a place for scoring the results... We would have to score Joe's questioning performance as "Very Good", so let's write in those words on the line beside the word "Score". .....

This is the end of Question/Answer Model No. 1.

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QUESTION/ANSWER CHECK LIST A

(To Accompany Question/Answer Model No. 1)

- ☐ a. Bill offers proof that others can't hear Helen.
- ☐ b. Bill cannot hear words said in a low voice.
- ☐ c. He has difficulty understanding other people, too.
- ☐ d. The problem is affecting Bill's work.
- ☐ e. The problem is affecting Bill's family relationship.
- ☐ f. Bill has not had his hearing checked.
- ☐ g. Bill doesn't believe his hearing is impaired.

Scoring: (Circle)

6 - 7	Very Good	3	Fair
4 - 5	Good	1 - 2	Poor

EXERCISE 3. QUESTION/ANSWER MODEL NO. 2

Here is the complete script for the audiotape of Question/Answer Model No. 2. The tape tells the students when to fill in Question/Answer Check List B.

Script Of The Audiotape Question/Answer Model No. 2

Narrator:

You are about to hear a conversation between Mary Phillips and Ann Reid. Mary is trying to decide whether to accept a position in the office of the Sutherland Brothers Plumbing Company. She heard last evening that two girls had left there in the last month. This made her wonder if there was something wrong with the job. She also heard that the last girl was the cousin of Evelyn Smith, who was a neighbor of Mary's. So Mary phoned Evelyn and said she was considering this position and would appreciate a chance to discuss it with her cousin who had recently worked there. Evelyn invited Mary and the cousin over that same evening, and then left the two girls alone to talk. We hear Mary say,

Mary: It's good of you to see me, Ann.

Ann: I hope I can help you to decide. Sometimes it's difficult making decisions of this kind. What would you like to know?

Mary: Well, maybe you'd tell me what the Sutherland Brothers are like to work for.

Ann: They're both very nice people. Mr. Fred Sutherland has more to do with the office work; Mr. Dale Sutherland spends most of his time out on the jobs.

Mary: What were the office conditions like -- was the office too draughty or noisy?

Ann: It was quite comfortable, and they have good office equipment.

Mary: How were the hours? Was there much overtime?

Ann: The hours were pretty good. When the month-end came, I had to work one evening till seven o'clock.

Mary: How long were you there - two weeks?

Ann: Actually, 9 working days.

Mary: Did you get any idea of what the work hours would be over the whole period of a month?

Ann: They said the month-end overtime was normal, and there probably wouldn't be any overtime except at the month-ends.

Mary: Did you feel the salary was fair enough?

Ann: It was rather low to start with, but they said if my work was satisfactory I'd have a raise in six months. It seemed fair.

Mary: What about the work itself? They told me it would be interesting because of the variety.

Ann: That's right -- you do a little of everything, except the plumbing! There's bookkeeping, typing, filing, answering the telephone, and meeting customers who come into the shop.

Mary: It all sounds as if Sutherlands is a pretty good place to work.

Ann: I think it is.

Mary: (After a pause.) Ann, I don't like to ask personal questions, but I can't help wondering why you left so soon. Is there something else I should know before I make my decision?

Ann: (After a pause.) Well, maybe I should tell you the whole story. The fact is, Mary, I just couldn't do the job well enough. When I was hired, I expected to do a lot of typing and a little bookkeeping. It turned out to be the other way around. I should have checked on that before I took the job. I worked hard, but I'm no whizz at figures, and after a few days I couldn't take it any longer. Mr. Fred was very kind and helpful. He urged me to try it for a month, but I knew I'd never be happy doing something I wasn't really good at.

Mary: So the job was O.K., but it wasn't the kind of work *you* wanted.

Ann: That's right. You might be quite satisfied there.

Mary: What about the girl who worked there before you? Did you know her?

Ann: I met her the first morning. She stayed that half-day to show me where things were and what to do.

Mary: Do you have any idea why she left?

Ann: Yes, she only took the job to help them out. She worked there for several years before she was married. Now she has two small children and she doesn't want to work until they start school. I thought she'd fill in again when I left, but I hear one of her children was sick and she had to take care of him. I feel guilty about leaving them without anyone this week, but Mary, after nine days I was having nightmares about figures.

Mary: Well, don't feel guilty any more, Ann. I like bookkeeping, and to be honest I'm no whizz at typing. I'll phone Sutherlands tomorrow morning and tell them I'll take the job. I can't tell you how much I appreciate all you have told me.

Ann: I was glad to help. Let's find Evelyn -- I'll bet she has the kettle ready to make tea.

(Fade out.)

Narrator:

Mary asked 12 questions. She got a great deal of information at the start, but it didn't satisfy her need to find out why both of the other girls had left so soon after being hired. However, each question that didn't bring the explanation told her she had to try again.

The important question in her mind was a very personal one. Evidently she felt one shouldn't immediately ask that question of someone who is almost a stranger. By asking about the Sutherlands, the office, the hours, the salary, and the work, she hoped to hit on the reason. When that didn't happen, she finally asked the question in a direct way.

Now you will need Question/Answer Check List B. Please stop the tape until everyone is ready.

Stop tape; get Question/Answer Check List B.

Start tape.

Will you please fill out the form, putting a check mark opposite each item of information which Mary obtained. You can probably remember each one, but if there is any doubt, you can turn the tape back to the beginning and listen again. Please stop the tape now.

Stop tape. Turn it back to replay the conversation if this is necessary for completion of the Check List; then use "fast forward" to return to this place on the tape.

I assume you checked off all the items on the list, so once again we have a Very Good score. Did you write it at the bottom of the page? ......

Stop tape. The next part of the tape tells the students how to fill in the Questioning Skills Record. It follows in their books immediately after Question/Answer Check List B. The students should look at it while they listen to the rest of the tape.

Start tape.

Narrator:

The next thing we have to consider is the Questioning Skills Record. Look at the form under Question/Answer Check List B in your books. How well did the questioner, Mary, in the Question/Answer Check List B ask her questions? We know that she got all the information noted on the check list, but now we want to consider some of the ways she did it.

The first question asks, "Did questions bring out the who and what answers?" Did Mary find out all she wanted to know about the people concerned - about the Sutherland Brothers and about the girl who worked at the job before Ann did? Did Mary ask good who questions? Did Mary find out what the office and the job were like? Did she ask good what questions? I think we would have to answer "yes" to these questions and give her a check mark in the Very Good column.

The second question asks about when and where answers. Mary soon found out when she might have to work overtime and how long Ann worked on the job. She easily found out all the when information that she needed, and she obviously did not need to ask any where questions. Again, we can give her a mark of Very Good.

The third section of the Questioning Skills Record asks about why and how answers. Mary's big problem was to find out why both Ann and the girl before her had left the job with the Sutherlands. Did she find out why? She certainly did. Ann left because she did not like bookkeeping; she was no good at figures. The earlier girl had taken the job only to help the Sutherlands, and she did not intend to stay long on it. When one of her children became sick, she left. Mary did not need any how answers and so she did not ask any questions with how. Her why questions were Very Good.

The fourth question asks, "Were questions related to the situation?" You should be able to answer that easily. Did Mary ask questions about other subjects? No, she got right down to business and found out exactly what she needed to know about the job. You should mark her rating Very Good.

The next question asks if the questioner, Mary, showed good listening skills by following up on leads. Most of the answers in the conversation were so definite and clear that there wasn't much to follow up. The only answer that seemed doubtful was the first answer about working overtime, and Mary did follow that up quite well. Again, the mark should be Very Good.

The last question asks if the questioner used good attending behaviours. Since we didn't see Mary's performance, we do not know if she used good eye contact or whether she followed the conversation with gestures and body attitude. However, we did hear her use one of the attending behaviours once near the middle of the conversation and once near the end. Do you remember where Ann described the different jobs she had to do... a bit of everything except the plumbing? Mary showed that she was following the conversation by replying, "It all sounds as if Sutherlands is a pretty good place to work."

Later, when Ann explained why she had given up the job, Mary said, "So the job was O.K., but it just wasn't the kind of work you wanted." Do you remember the name we used for that kind of response?..... We called it "reflecting back" the other person's words or thoughts. Which was reflected in this case?..... The thoughts, put into different words. Also Mary clearly put Ann at ease, because Ann replied freely even when Mary asked her a very personal question about why she left the job. Check the rating that you think Mary should get on her attending behaviours. I think I would rate her Good at least.

This is the end of the Questioning Skills Record.

QUESTION/ANSWER MODEL #2

Listen to this tape. Pay attention to the questions and answers. When the narrator asks you to, stop the tape and get ready to use Question/Answer Check List B. Use this form:

Question/Answer Check List B

- ☐ a. The Sutherlands are kind and pleasant.
- ☐ b. The office is comfortable.
- ☐ c. The office equipment is good.
- ☐ d. There is a little overtime required, but only a couple of hours at the end of each month.
- ☐ e. Ann considered the salary fair.
- ☐ f. There was a great variety of work.
- ☐ g. Ann's reason for leaving wasn't anything that would be a disadvantage to Mary - in fact, the opposite.
- ☐ h. The previous girl left for personal reasons which had nothing to do with the job.

Scoring: (Circle)	7 - 8 Very Good	3 - 4 Fair
	5 - 6 Good	1 - 2 Poor

Questioning Skills Record

Rating of Questioner in Model #2	Very Good	Good	Fair	Poor
Did questions bring out the 'who' and 'what' answers?				
Did questions bring out the 'when' and 'where' answers?				
Did questions bring out the 'why' and 'how' answers?				
Were the questions related to the situation?				
Did the questioner show good listening skills by following up on leads?				
Did the questioner use good attending behaviours?				

UNIT 2 : QUESTIONING PRACTICE

OBJECTIVES

1. Observe a model role play in which one student is questioning the instructor about a given situation, record on a check list the information received, and evaluate the performance.

2. Demonstrate proper and appropriate questioning techniques, the ability to get information effectively, and good attending behaviours in given role play situations.

3. Record and evaluate the performance of other students in questioning and the use of attending behaviours in given role play situations.

LEARNING ACTIVITIES

1. Exercise 1. The instructor acts as responder and one student acts as questioner, while the other students record the information received in the Model Role Play and evaluate the performance.

   Student's Book: Model Role Play
   Question/Answer Check List C
   Questioning Skills Record

2. Exercise 2. Practise Role Plays 1 - 4 in pairs, each student taking turns as questioner and responder, and evaluate each other's performance.

   Role Play Situations pad: Role Plays 1 - 4
   Student's Book: Questioning Skills Record

3. Exercise 3. Practise Role Plays 5 - 8 in pairs, each student taking turns as questioner and responder, and evaluate each other's performance.

   Role Play Situations pad: Role Plays 5 - 8
   Student's Book: Questioning Skills Record

4. Exercise 4. Practise Role Plays 9 - 12 in groups of four, each student taking turns as questioner, responder and as one of two observers, and evaluate the performance of the questioner in each role play.

   Role Play Situations pad: Role Plays 9 - 12
   Student's Book: Questioning Skills Record

5. Exercise 5. Participate in the Post-Test Role Play, either as responder or questioner. Responders will evaluate the questioning performance of each student on the form Post-Test Situation.

Role Play Situations pad: Post-Test Role Play
Post-Test Situation

EXERCISE 1. MODEL ROLE PLAY

1. Procedures

a. The instructor should brief the class on the role-playing problem without going into the details. The students can also read the problem situation in the Student's Book.

b. One student is chosen to be the questioner; the instructor acts as the responder.

c. While the role play is going on, the other students keep a record of the information received, on Question/Answer Check List C in the Student's Book.

d. After the role play is completed, instructor and students discuss the amount of information obtained by the questioner.

e. Instructor and students together evaluate the questioner's performance, and the student's fill in the Questioning Skills Record in the Student's Book.

2. The Role-Playing Problem

Eldon Riley has just told his father that he has had an accident with the family car. (The instructor will take the role of Eldon, and the student is selected to act as Mr. Riley in the situation.) Eldon is 17 years old and has been driving for the last year. Mr. Riley carries liability and property damage insurance with $50.00 deductible on the car. He keeps his cool and decides to ask Eldon the facts about the accident. Eldon will not volunteer any information, but he will answer the questions which his father asks him.

3. Information for the Instructor Only

Situation

You are Eldon, the 17 year old son. A student in the class will take the role of your father. You have just had an accident with his car, and he is about to ask you the facts about the accident.

Facts (not to be volunteered)

a. The accident happened at the corner of First Avenue and 15th Street.

b. It happened at about 9:30 this evening.

c. In your opinion, you were not at fault.

d. No one was hurt in either car and no pedestrians were involved.

e. The bumper, grille and left headlight of your car were badly damaged.

f. The trunk of the other car was badly dented and one tail light broken.

g. There were no passengers in either car.

h. One witness saw the accident.

i. The witness was Mrs. I. Block of 78 First Street East.

j. It was dark and raining at the time of the accident.

k. You believe that the other driver went through a stop sign without stopping.

l. The other driver said he stopped and had plenty of time to get into traffic. He was very mad and claimed that Eldon was driving too fast for road conditions.

m. The other driver was Mr. B. W. Knight, of 1228 Suburbia Drive.

n. You were driving at about 20 miles per hour. The speed limit is 25 miles per hour.

o. When you saw the other car you applied your brakes, but the car skidded on the wet pavement.

p. The witness is willing to testify that the other car did not come to a complete stop at the stop sign.

q. You called the police and completed an accident report at the scene of the accident. You do not know whether they are going to lay charges.

r. You have not reported the accident to the insurance company.

s. The other car is a new Buick, 4-door sedan, licence plate number 87-256.

t. Both cars were able to be driven from the scene of the accident. You car is now in the driveway.

u. You had not been drinking prior to the accident. The other driver appeared sober, but mad. You don't know what he told the police.

v. Constable I. M. Ho of the City Police, investigated the accident.

QUESTION/ANSWER CHECK LIST C

☐ a. Location where accident occurred.
☐ b. Present location of your car.
☐ c. Time of accident.
☐ d. Eldon's opinion on cause of accident.
☐ e. Other driver's statement on cause of accident.

☐ f. Weather conditions.
☐ g. Visual conditions.
☐ h. Speed of your car at time of accident.
☐ i. Fact that car skidded when brakes applied.
☐ j. No one hurt in your car.

☐ k. No one hurt in other car.
☐ l. No one else hurt.
☐ m. No passengers in your car.
☐ n. No passengers in other car.
☐ o. No evidence of drinking.

☐ p. Description of damage to your car.
☐ q. Description of damage to other car.
☐ r. Name of policeman who investigated accident.
☐ s. Fact that a witness saw the accident.
☐ t. Name and address of witness.

☐ u. Name and address of other driver.
☐ v. Licence plate number of other car.
☐ w. Description of other car.
☐ x. Fact that police were called.
☐ y. Accident not reported to insurance company.

Scoring: (Circle)	20 - 25 Very good	8 - 13 Fair
	14 - 19 Good	0 - 7 Poor

QUESTIONING SKILLS RECORD

Rating of Questioner in Model Role Play	Very Good	Good	Fair	Poor
Did questions bring out the 'who' and 'what' answers?				
Did questions bring out the 'when' and 'where' answers?				
Did questions bring out the 'why' and 'how' answers?				
Were questions related to the situation?				
Did the questioner show good listening skills by following up on leads?				
Did the questioner use good attending behaviours?				

EXERCISE 2. ROLE PLAYS 1 - 4

1. Pairs of students will work together on Role Play No. 1. Choose one of them to act as the responder and give him the Responder's Fact Sheet from the pad of Role Play Situations. The other student in the pair will act as the questioner to get full information about the situation indicated in the responder's first statement to him.

2. Both work together to evaluate the results of the questioning, using the Question/Answer Check List on the Responder's Fact Sheet.

3. Then they evaluate the questioning behaviour of the questioner on the first form of the Questioning Skills Record in the Student's Book.

4. The pairs of students exchange roles as responder and questioner, do Role Play No. 2, and then follow the same evaluation steps as for Role Play No. 1.

5. New pairs of students are then chosen to do Role Play No. 3 and Role Play No. 4 in the same way. If there is an odd student, he can sit as an observer with a pair of students for the first two role plays and assist in the evaluation, but he should participate actively in the next two role plays, letting somebody else take his place as an observer.

6. The learning opportunities in the session would be spoiled if the questioner should happen to see the check list before the role-play; therefore, all necessary precautions should be taken to see that this does not happen.

7. The instructor should listen to the questions in as many role plays as he can during the exercise to note good and bad performances and to collect information for a discussion on questioning at the beginning of Exercise 3.

ROLE PLAY NO. I

RESPONDER'S FACT SHEET (No fact sheet for questioner)

THE SITUATION

You have been talking to the questioner before and you know that he is looking for a second-hand refrigerator. Recently, you have visited a friend and he told you that he wanted to sell his refrigerator.

Say to the questioner, "*You said you wanted to buy a refrigerator. Some friends of mine have one for sale.*"

Say no more now. Study the facts below while the questioner plans his questions.

QUESTION/ANSWER CHECK LIST

1 ☐ It is a 10 cubic foot refrigerator.

2 ☐ The sellers are Mr. and Mrs. Jim Mason.

3 ☐ The Masons live at 54 Maple Lane, telephone 426-8710.

4 ☐ They bought it new 8 years ago.

5 ☐ It is a Westinghouse.

6 ☐ The Masons are selling it because they're moving into an apartment where a refrigerator is supplied.

7 ☐ They are asking $150.00.

8 ☐ It appears to be in good working order and runs quietly.

9 ☐ It is light green with yellow trim.

10 ☐ The freezer part is not very large.

QUESTIONING SKILLS RATING

9 or 10 - Very Good, 7 or 8 - Good, 5 or 6 - Fair, 0 to 4 - Poor.

ROLE PLAY NO. 2

RESPONDER'S FACT SHEET (No fact sheet for questioner)

THE SITUATION

You have been talking to the questioner and he has told you he wants to get some new steps built for his house.

Say to the questioner, "*You said you wanted someone to make some new front steps for your house. I know someone who might be interested in the job.*"

Say no more now. Study the facts below while the questioner plans his questions.

QUESTION/ANSWER CHECK LIST

1 ☐ The man is John Henderson.
2 ☐ He lives on Central Avenue, telephone 752-9061.
3 ☐ He is a retired carpenter but he still does some repair work.
4 ☐ He built a new porch for the Pearsons.
5 ☐ They said he was slow but did good work.
6 ☐ He charges by the job, not by the hour.
7 ☐ He doesn't charge very much.
8 ☐ He has a good reputation as a workman.
9 ☐ You would have to get the materials for the step.
10 ☐ He has all the tools.

QUESTIONING SKILLS RATING

9 or 10 - Very Good, 7 or 8 - Good, 5 or 6 - Fair, 0 to 4 - Poor.

ROLE PLAY NO. 3

RESPONDER'S FACT SHEET (No fact sheet for questioner)

THE SITUATION

Say to the questioner, "*You said you needed a babysitter to take care of your children while you are at work. I've just heard of someone who might be interested in the job.*"

Say no more now. Study the facts while the questioner plans his questions.

QUESTION/ANSWER CHECK LIST

1 ☐ The babysitter is Marie Baretti.

2 ☐ She is 16 years old.

3 ☐ She has been living with her family 2 blocks away since coming from Italy last year.

4 ☐ She is taking a correspondence course for the next 8 months.

5 ☐ She has younger brothers and sisters; she is used to children.

6 ☐ She has been babysitting in the evenings for the Parkers on 14th Street.

7 ☐ She is looking for a full-time babysitting job.

8 ☐ She will make lunch for the children.

9 ☐ Her English is sometimes hard to understand.

10 ☐ She wants $100.00 a month.

QUESTIONING SKILLS RATING

9 or 10 - Very Good, 7 or 8 - Good, 5 or 6 - Fair, 0 to 4 - Poor.

ROLE PLAY NO. 4

RESPONDER'S FACT SHEET (No fact sheet for questioner)

THE SITUATION

You have planned a holiday in England with three friends. One of the friends can't go because of illness and you are looking for another person to take his place. You have heard that the questioner would like to take a holiday.

Say to the questioner, *"I'm going on a holiday to London, England. One of my friends who had planned to go is sick. You said you were thinking of taking a holiday. Would you like to come in my friend's place?"*

Say no more now. Study the facts while the questioner plans his questions.

QUESTION/ANSWER CHECK LIST

1 ☐ The trip lasts 2 weeks.
2 ☐ The price is $420, in advance.
3 ☐ The price includes air fare, ground transportation, hotel room and breakfast.
4 ☐ The price does not include other meals, entertainment or sightseeing tours.
5 ☐ The price is based on two sharing a room.
6 ☐ The holiday begins on the 15th of next month.
7 ☐ The company is Tailwind Airlines - a well known air charter company.
8 ☐ The trip is arranged by a local travel agency.
9 ☐ Some of the activities are planned by the travel agency.
10 ☐ There will be 12 full days in England.

QUESTIONING SKILLS RATING

9 or 10 - Very Good, 7 or 8 - Good, 5 or 6 - Fair, 0 to 4 - Poor.

EXERCISE 3. ROLE PLAYS 5 - 8

1. Review the 6WH questions and questioning techniques demonstrated in Unit 1 and discuss the results of questioning in Exercise 2. If further demonstration of questioning is necessary, ask two students with good results from Exercise 2 to perform one of the role-plays in front of the class.

2. Students with new partners will do Role Play No. 5, change roles for Role Play No. 6, and evaluate the role plays as in Exercise 2. Note that there is a Questioner's Fact Sheet for the role plays in this exercise.

3. New pairs of students are then chosen to do Role Play No. 7 and Role Play No. 8 in the same way as before.

4. The instructor should observe the attending behaviours during the exercise to note good and bad uses as a basis for a discussion at the beginning of Exercise 4.

ROLE PLAY NO. 5

RESPONDER'S FACT SHEET

THE SITUATION

You are the credit manager for Black's Appliances Ltd. The questioner has failed to make the last three payments on a record player set he bought 8 months ago. You wrote him a letter saying, *"The company will have to repossess the set unless you do something about the monthly payments."*

The purchase cost was $300.00; he paid $40.00 down, and he was to pay $20.00 a month until the bill was paid off.

The questioner is in your office now. You have asked him to sit down. Wait for him to speak first about his business.

QUESTION/ANSWER CHECK LIST

1 ☐ The balance of the account is $260.

2 ☐ The store will start action immediately to repossess the set unless a new plan for payments is agreed upon.

3 ☐ The client must pay $10.00 in interest on the back payments to keep the set.

4 ☐ The store does not want to take the set back; it would prefer to make a new plan of payment.

5 ☐ The store is willing to reduce the payments.

6 ☐ The store is willing to make the period of payments longer.

7 ☐ The new payment plan could not be lower than $10.00 per month.

8 ☐ The payments could be higher if the client wants to pay it off sooner.

9 ☐ The first payment on the new plan would be due at the first of next month.

10 ☐ The client should explain if he is having trouble making payments.

QUESTIONING SKILLS RATING

9 or 10 - Very Good, 7 or 8 - Good, 5 or 6 - Fair, 0 to 4 - Poor.

ROLE PLAY NO. 5

QUESTIONER'S FACT SHEET

THE SITUATION

Eight months ago you bought a record player from Black's Appliances Ltd. The price was $300.00. You paid $40.00 down and agreed to make monthly payments of $20.00 until the bill was paid off. You have not been able to make the last three payments, and you have been told by the credit manager of the store that they will repossess the set unless you do something about the monthly payments. You cannot possibly make the back payments now. The store does not want to repossess the set. They would prefer to negotiate a new plan of payment. You have agreed to see Mr. Jones, the credit manager, about the problem.

His secretary has just brought you into his office. He has asked you to sit down.

Plan your questions while the responder studies his facts. Begin by telling him why you came to see him.

ROLE PLAY NO. 6

RESPONDER'S FACT SHEET

THE SITUATION

You are a mechanic. The questioner has asked you to check his 10 year old car and tell him what it will cost to fix it up.

If it costs too much to repair, he is going to trade it in on a newer model.

Say to the questioner, *"I have checked your car over. What did you want to know about it?"*

Say no more now. Study your fact sheet while the questioner plans his questions.

QUESTION/ANSWER CHECK LIST

1 ☐ The body and paint are in good condition.

2 ☐ The tires and brakes are all right for another year.

3 ☐ The steering needs repair. It is unsafe to drive in its present condition. The cost to fix it is about $75.

4 ☐ The motor and transmission are in good condition.

5 ☐ The cooling system should be repaired by cleaning and replacing two hoses. The cost would be about $15.

6 ☐ The trade-in value of the car right now is about $100.

7 ☐ The value of the car will not depreciate much in the next year.

8 ☐ The questioner has to make up his own mind about whether to keep or trade the car.

9 ☐ If the car is repaired, it would be in good condition.

10 ☐ If the car is properly serviced, it should last for several more years.

QUESTIONING SKILLS RATING

9 or 10 - Very Good, 7 or 8 - Good, 5 or 6 - Fair, 0 to 4 - Poor.

ROLE PLAY NO. 6

QUESTIONER'S FACT SHEET

THE SITUATION

You have a 10 year old car. Recently it has needed several minor repairs and you are thinking of trading it in on a newer model. A friend of yours is a mechanic, and you have asked him to check your car over to see what it would cost to put it in good condition.

You use the car to drive to work and travel around the district only and do not plan any long trips with it.

You have just gone to see your mechanic friend to ask him about the condition of your car.

Plan your questions while the responder studies his facts.

ROLE PLAY NO. 7

RESPONDER'S FACT SHEET

THE SITUATION

You are Philip Brown. You have called the police because Harold Stevens and his son have removed the engine from your old pick-up truck and have taken it away in their own truck. You told them to stop, but they just drove off toward where they live, a few blocks away.

You called the police, and an officer has come to see you. You told him where the Stevens live, and urged him to go and arrest them, but the officer is talking to you instead.

You know why the Stevens took the engine, but you are not going to tell the officer anything he doesn't ask about.

Say nothing to the questioner. Let the questioner begin the conversation. Study your facts while the questioner plans his questions.

QUESTION/ANSWER CHECK LIST

1 ☐ The Stevens used a chain hoist to lift the engine.

2 ☐ Mr. Stevens had bought the engine.

3 ☐ He had made a down payment and further payments were not yet due.

4 ☐ There was a written bill of sale and payment agreement.

5 ☐ The engine was supposed to be delivered to Stevens within a week after the sale.

6 ☐ It wasn't delivered by Brown because Brown has not yet received the new engine he ordered.

7 ☐ Stevens told Brown last week that if it wasn't delivered within 3 days he would come and take it.

8 ☐ Brown offered to call the deal off, but Stevens refused.

9 ☐ Stevens' address is 429 Maple Street.

10 ☐ No one else saw Stevens and his son take the engine.

QUESTIONING SKILLS RATING

9 or 10 - Very Good. 7 or 8 - Good. 5 or 6 - Fair. 0 to 4 - Poor.

ROLE PLAY NO. 7

QUESTIONER'S FACT SHEET

THE SITUATION

You are a policeman and you have been called to a house where an engine has been taken from a truck. The caller, Mr. Brown, came home just as another man and his son were putting the engine in the back of their own truck. Mr. Brown says they refused to stop and drove away.

He has told you that the other man was Harold Stevens, who lives a few blocks away. He has urged you to go and arrest the man, but you decide to question Mr. Brown before you see the other man. You know that the truck engine weighs about 600 pounds.

Plan your questions while the responder studies his facts. You begin the conversation.

ROLE PLAY NO. 8

RESPONDER'S FACT SHEET

THE SITUATION

You are the waitress (waiter) in a restaurant. The place is short-staffed, because one quit yesterday and another one is sick.

The boss came in about 10 minutes ago, and two customers have just complained to him about the coffee. Then a steady customer made a complaint to the boss by phone, saying that the coffee he drank at noon made him sick.

The boss put a sign, "Don't Use", on the urn you had taken the coffee from, and told you to make instant coffee for the two customers who complained. You had already prepared the second urn, and it will be ready in a few minutes.

The noon-hour rush is over, and the boss has called you to the back of the restaurant. You know what's wrong with the coffee!

Say nothing to the questioner. Study your facts.

QUESTION/ANSWER CHECK LIST

1 ☐ The noon hour coffee urn had not been cleaned.

2 ☐ The person who should have cleaned it was the one who quit yesterday.

3 ☐ You started to clean it out.

4 ☐ It wasn't finished because a group of people came in for an early lunch.

5 ☐ You then forgot to drain out the wash water before putting in coffee and filling up the urn.

6 ☐ There was only baking soda in the wash water.

7 ☐ Only the 3 people who complained had been given coffee from that urn.

8 ☐ You phoned for help, but there was no answer.

9 ☐ You were also busy handling the cashier's job.

10 ☐ You were too busy to tell the boss about it until now.

QUESTIONING SKILLS RATING

9 or 10 - Very Good, 7 or 8 - Good, 5 or 6 - Fair, 0 to 4 - Poor.

ROLE PLAY NO. 8

QUESTIONER'S FACT SHEET

THE SITUATION

You are the owner of a restaurant, and you find it hard to get good help.

You are short staffed now. One person is away sick, and another one quit yesterday. You have only one person on duty today. You will help this afternoon, but you were at the dentist this morning.

You came to the restaurant about 10 minutes ago. Two customers immediately complained to you about the "stuff" you were serving as coffee. While you were talking to them, the phone rang. It was one of your steady customers who said, "I've just been sick as a dog. What on earth was in that coffee at noon? I thought it tasted strange."

You apologized to the phone caller, told him you would find out what was wrong, and promised him free coffee for the rest of the week. Then you had instant coffee made for the two complainers at the counter.

The second coffee urn will be ready in a few minutes, and you have put a sign "Don't Use" on the bad one. The noon-hour rush is over, and you have called the waitress (waiter) to the back of the restaurant to find out what went wrong.

Both coffee urns are always cleaned out before the restaurant is closed at night.

Plan your questions while the responder studies his facts. You begin the conversation.

EXERCISE 4. ROLE PLAYS 9 - 12

1. Review and discuss the attending behaviours from the text of the film Listening Techniques in Topic II, and discuss any difficulties students may have had filling in the Questioning Skills Record for Role Plays 1 - 8.

2. Groups of four students (or three, according to numbers in the class) can work together on these role plays. For each role play, one student will be the responder, one will be the questioner, and the others will be observers. All should participate in evaluating the performance of the questioner as in earlier role plays. They will change roles at the end of each role play until all four role plays are completed.

NOTE: It is possible that mastery of objectives or time limitations may dictate that all role plays will not be done. Any role plays left over can be effectively used to practise behaviours required in Topic V Unit 3 and Topic VIII.

ROLE PLAY NO. 9

RESPONDER'S FACT SHEET

THE SITUATION

You are a real estate agent, and you have a client who is looking for a house to rent. The client wants three bedrooms, an attached garage, and prefers the kitchen at the front of the house. The house must be in a good district, not in the centre of town, but not too far out.

Not many houses are for rent, and when one is, the rent is usually high.

The client has just phoned you, and you have said, *"I think I have a house you might like."* Study your facts until he is ready to start asking questions.

QUESTION/ANSWER CHECK LIST

1 ☐ The address is 1624 - 20th Street.

2 ☐ It is about a mile from downtown.

3 ☐ The district was built up in the last five years.

4 ☐ The rent is $165 per month.

5 ☐ There are three bedrooms.

6 ☐ There is an attached garage.

7 ☐ The kitchen is not at the front.

8 ☐ The house is occupied now.

9 ☐ The agent can show you the house on one day's notice to the tenant.

10 ☐ The tenant is moving out at the end of next month.

QUESTIONING SKILLS RATING

9 or 10 - Very Good, 7 or 8 - Good, 5 or 6 - Fair, 0 to 4 - Poor.

ROLE PLAY NO. 9

QUESTIONER'S FACT SHEET

THE SITUATION

You have just moved to a new city, and you are looking for a house to rent. You want three bedrooms and an attached garage. You would like to have the kitchen at the front of the house. You want to live in a good district which is not right in the centre of the city but not too far out. You don't know the city yet.

You have made your wishes known to a real estate agent, and he is on the telephone now, saying, "I think I have a house you might like."

You want more specific information, so you start asking questions.

Plan your questions while the responder studies his facts. You begin the conversation.

ROLE PLAY NO. 10

RESPONDER'S FACT SHEET

THE SITUATION

You are a carpenter. A contractor has sent you and a helper, Eddy, to a summer cottage on an island in Lake Trilgar to put in a large picture window. You took one of the contractor's small trucks. Your instructions were to rent a motor boat from one of the resorts along the shore to transport yourself, your helper, and the equipment to the island.

There is no telephone on the island. No one is living in the cottage at present. It is the only cottage on the island and this is the only island in the lake.

Lake Trilgar is actually just a wide place in the Trilgar River and there is a fairly swift current. The resorts are up river from the island.

The boat turned over but you got to shore. You have the contractor on the phone now. You have just told him that the boat capsized.

QUESTION/ANSWER CHECK LIST

1 ☐ The accident happened about 1/2 hour ago.

2 ☐ You swam to shore and walked to a phone.

3 ☐ The helper is still holding onto the boat.

4 ☐ You are phoning from Paddy's Service Station on the east shore.

5 ☐ You have called the resort and now a boat is starting out to rescue the helper and tow the boat back.

6 ☐ The boat was rented from the boat service at Fisher's Landing.

7 ☐ The accident happened about a mile from Fisher's Landing.

8 ☐ The boat is about 300 yards from shore.

9 ☐ All the equipment and the glass were in the boat when it capsized.

10 ☐ The boat capsized when you swerved to avoid a log.

QUESTIONING SKILLS RATING

9 or 10 - Very Good, 7 or 8 - Good, 5 or 6 - Fair, 0 to 4 - Poor.

ROLE PLAY NO. 10

QUESTIONER'S FACT SHEET

THE SITUATION

You are a building contractor. You sent a carpenter and a helper to a summer cottage on an island in Lake Trilgar to put in a large picture window. They took one of your small trucks and were to rent a motor boat from one of the resorts along the shore to transport themselves and their equipment to the island. There is no telephone on the island and no one living in the cottage. It is the only cottage on the island and this is the only island in the lake.

Lake Trilgar is actually just a wide place in the Trilgar River and there is a fairly swift current. The shore resorts are up-river from the island.

The carpenter is on the telephone now. He is very excited. He tells you, "The boat capsized!"

All sorts of questions start racing through your mind. You start trying to get the answers.

Plan your questions while the responder studies his facts. You begin the conversation.

ROLE PLAY NO. 11

RESPONDER'S FACT SHEET

THE SITUATION

You are Mr. Chilcott. You have a summer cottage and you want a front veranda added to it. There is a side veranda on it now. You have asked a carpenter to give you an estimate for the job.

It is understood that he would supply the materials and would finish the work to the point of readiness for the first coat of paint. You have just handed him the plan of the cottage. He will go out and look the job over. In the meantime he will need more information.

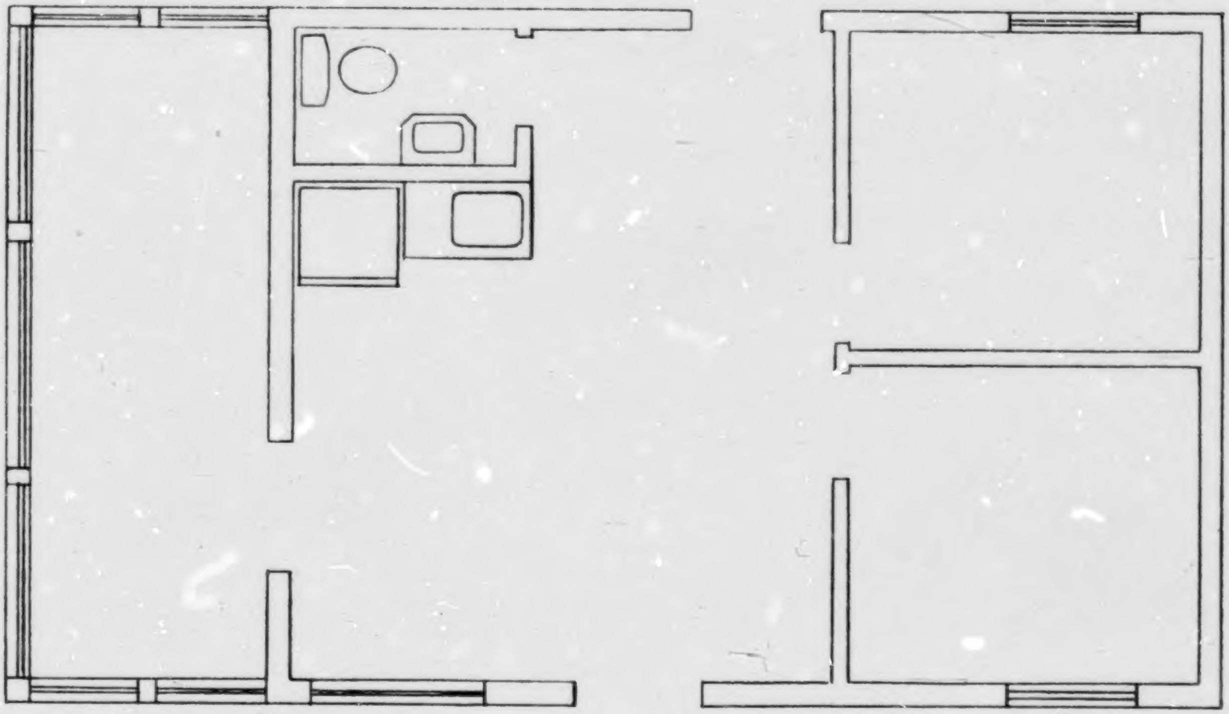
Say nothing to the questioner now. Study your facts.

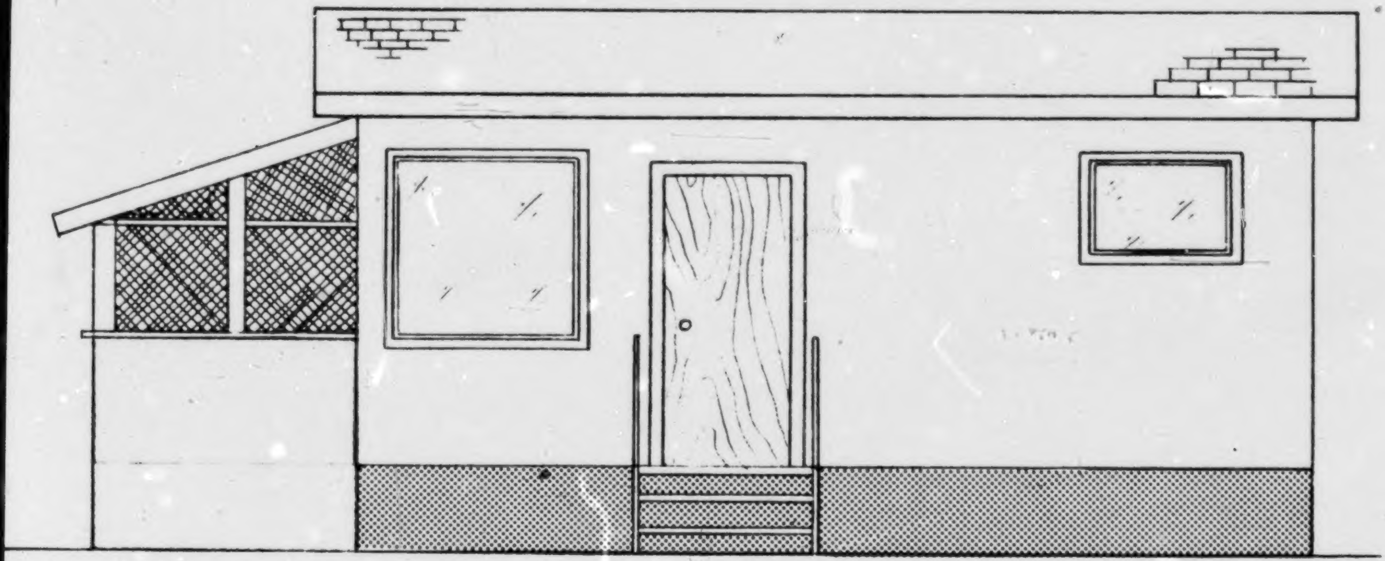
QUESTION/ANSWER CHECK LIST

1 ☐ The veranda is not to go over the front windows. It is to shelter the front door.
2 ☐ It is not to be glassed or screened in but left open.
3 ☐ About 8 by 8 feet would be large enough.
4 ☐ The step is to be placed opposite the front door.
5 ☐ The carpenter can build the roof as he thinks best.
6 ☐ You want an open railing around the veranda.
7 ☐ The cottage is at Silver Beach and is #5 on Summerland Street.
8 ☐ It is rented at present. The tenant is expecting the carpenter to come.
9 ☐ The work can't start until the tenant leaves in about two weeks.
10 ☐ You want it finished 5 weeks from now.

QUESTIONING SKILLS RATING

9 or 10 - Very Good, 7 or 8 - Good, 5 or 6 - Fair, 0 to 4 - Poor.





ROLE PLAY NO. 11

QUESTIONER'S FACT SHEET

THE SITUATION

You are a carpenter. You do mainly repair work and alterations.

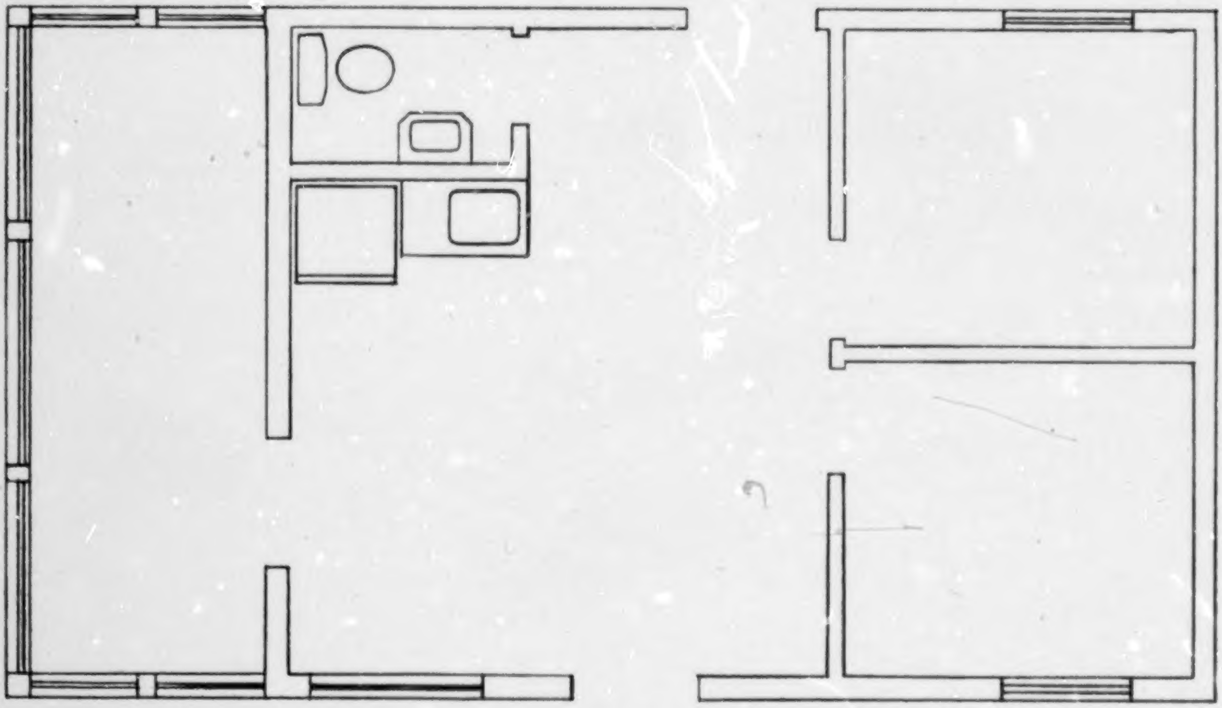
Mr. Chilcott has asked you to estimate the cost of putting a veranda on the front of his summer cottage. There is a side veranda on it now.

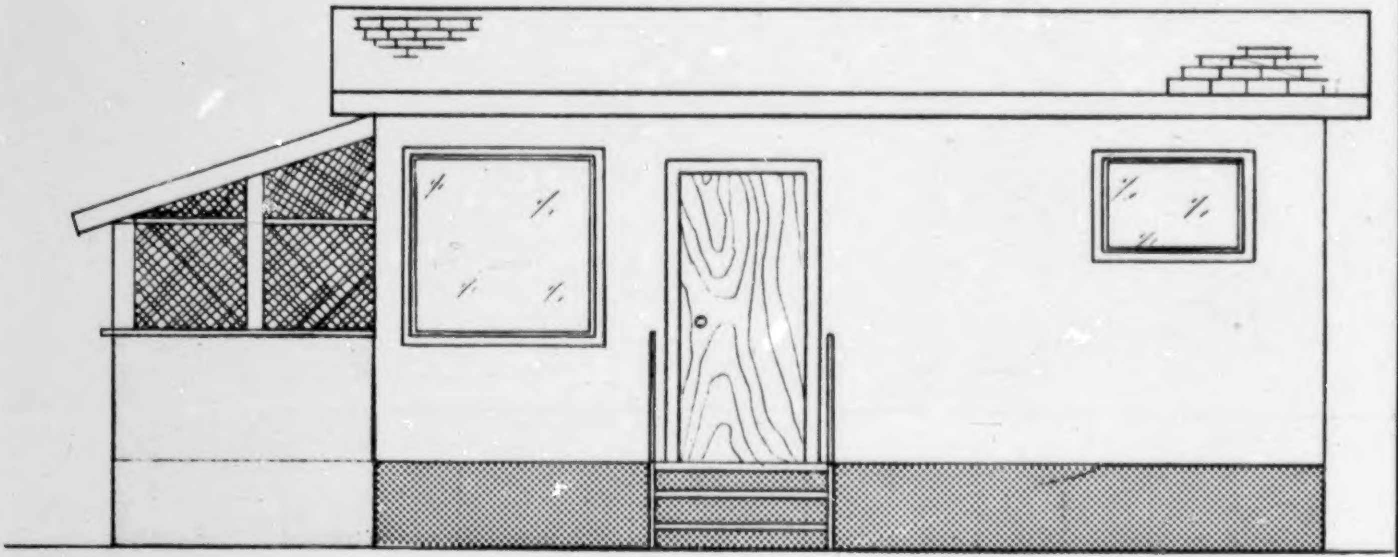
It is understood that you would supply the materials, and would finish the work to the point of readiness for a first coat of paint.

Mr. Chilcott has just handed you the plan of the cottage. You will go out to look the job over. In the meantime you want more information.

A plan of the cottage is on the next page.

Plan your questions while the responder studies his facts. You begin the conversation.





ROLE PLAY NO. 12

RESPONDER'S FACT SHEET

THE SITUATION

You are at the family's camp in the bush country about 20 miles from the nearest settlement.

You have just found your brother badly injured under a fallen tree. You don't know what to do for him.

Both you and your brother are amateur radio operators. You have two-way radio equipment at the camp.

The owner of the store at the lake is also a radio operator and he knows a lot about first aid.

You have just called him on the radio, and he has answered. You have told him that you have found your brother badly injured. You have asked him what to do.

Say nothing now. Study your facts.

QUESTION/ANSWER CHECK LIST

1 ☐ There is a deep gash in his lower arm which is bleeding badly.
2 ☐ He also has a smaller cut on his forehead.
3 ☐ He is unconscious.
4 ☐ You don't know when it happened, but he had been away an hour and a half. The arm has been bleeding for some time.
5 ☐ He was found ten minutes ago.
6 ☐ You have put a makeshift bandage on his arm.
7 ☐ The cut in his arm is 6" or 7" below his elbow.
8 ☐ He was partly pinned down by a fallen tree and has been freed, but he is too heavy for you to carry.
9 ☐ He looked very white and his face felt cold.
10 ☐ He is breathing quietly but his breathing seemed shallow and fast.

QUESTI[illegible]NG SKILLS RATING

9 or 10 - Very Good. 7 or 8 - Good. 5 or 6 - Fair. 0 to 4 - Poor.

ROLE PLAY NO. 12

QUESTIONER'S FACT SHEET

THE SITUATION

You run a store and gas station at a lake resort and you live at the resort all year. You are an amateur radio operator. You know the principles of first aid; in fact, you used to give courses in it. People often call on you for help in emergencies.

Another member of your family is tending the store. You have turned on your radio just in time to hear another operator calling you.

The person is calling from a camp about 20 miles back in the bush country and is now telling you about an injured person. The caller is asking for your help.

Plan your questions while responder studies his facts. You begin the conversation.

EXERCISE 5. POST-TEST ROLE PLAY

1. In the Post-Test Role Play, each student in turn questions the instructor or another student on the situation described. During the twelve role plays just completed, the instructor should have been able to identify several students who have mastered the required behaviours. The instructor can select two or three of them to act with him as responders in this one-to-one role play for a final evaluation. The instructor, or students acting as responders, should evaluate each student's performance in the Post-Test Role Play on the form Post-Test Situation.

POST-TEST ROLE PLAY

Questioner's Copy

The instructor or another student will play the role of Mr. Scouter, a leader in the local Scouting organization. The post-test will serve as an evaluation for Topic III on Questioning for Information. The responder will check on the form Post-Test Situation the information that you get in your questioning.

The Situation

You are a parent, with two boys in Cubs. You decided to attend a meeting of the Group Committee because they had asked for more parent participation. At the meeting, the Committee agreed to sponsor a bottle collection by the Cubs next month, and you were chosen to arrange the details. You have never arranged such a thing before, so you decide to see Mr. Scouter, the leader, who has organized many bottle drives in the past, to ask him about the details of what should be done.

POST-TEST ROLE PLAY

Responder's Copy

1. Situation

You are Mr. Scouter and have long been a leader in the Scout movement. (Name of student) has been asked to arrange the bottle drive for next month and has come to ask you details about what he has to do to arrange for the drive.

2. Facts (not to be volunteered)

a. There are three packs of Cubs, each composed of three groups of six. Each pack has two adult leaders and each group of six is headed by a cub called a sixer.

b. The town should be divided into areas so that each sixer has less than one-half mile of street in which to pick up bottles.

c. A car and driver is required for each sixer. Mrs. Ruby will arrange for parents to supply the cars when you tell her how many are required. She can be phoned at 764-5421.

d. One leader and a group of six Cubs should be made responsible for the sorting of bottles and loading at the drop zone.

e. The Cubs and leaders should report to the drop zone at 8:00 a.m. for instructions.

f. The drop zone is usually at the Central United Church. Arrangements can be made with Rev. Barkman at telephone number 763-6982.

g. Returnable soft drink bottles can be sold to Main Grocery, if arrangements can be made ahead of time.

h. Wine bottles can be sold to Lorne's Junk Yard.

i. Beer bottles will be accepted by Brewmaster Bottling Company.

j. Non-returnable and broken bottles will have to go to the town dump.

k. A pick-up truck will be required at 1:00 p.m. to deliver the bottles.

l. In the past, Mr. Lorne of Lorne's Junk Yard has volunteered the services of a truck and driver.

m. Arrangements should be made to advertise the bottle drive. The local paper and the local radio station have, on request, carried these advertisements free in the public interest.

n. Refreshments should be served to the Cubs. For the last drive the Curtiss Hamburger Drive-Inn supplied hamburgers and soft drinks at half-price.

o. All expenses should be approved by Mr. Gaudet, the Group Chairman.

Responder's Part in the Role Play

1. Play the part of Mr. Scouter in the role play with each student individually.
2. Use the form, Post-Test Situation to check the information obtained by each student. Do not show the form to the questioner until the end of the role play.
3. Evaluate each student's performance and discuss it with him.
4. Note that this post-test serves as evaluation for the whole unit.

POST-TEST SITUATION

STUDENT ________________________________ DATE ______________

- ☐ Number of Cubs
- ☐ Number of leaders
- ☐ Organized by packs and sixers
- ☐ Division of town into areas
- ☐ 1/2 mile to each sixer
- ☐ Requirements for cars and drivers
- ☐ Mrs. Rudy will arrange for drivers and cars
- ☐ Mrs. Rudy's telephone number or address
- ☐ One leader & a group of 6 should be made responsible for drop zone
- ☐ Cubs and leaders to report to drop zone
- ☐ Cubs and leaders to report at 8:00 a.m.
- ☐ Drop zone at Central United Church
- ☐ Arrangements for drop zone with Rev. Barkman; telephone number
- ☐ Arrangements with Main Grocery for soft drink containers
- ☐ Wine bottles to Lorne's Junk Yard
- ☐ Beer bottles to Brewmaster Bottling Co.
- ☐ Non-returnable and broken bottles to town dump
- ☐ Pick-up truck required at 1:00 p.m.
- ☐ Mr. Lorne of Lorne's Junk Yard may volunteer truck and driver
- ☐ Advertising required
- ☐ Paper and radio station may advertise free
- ☐ Refreshments should be served to Cubs
- ☐ Curtiss Hamburger Drive-Inn may supply refreshments at half-price
- ☐ Expenses to be approved by Mr. Gaudet

SUGGESTED SCORING:

19-24	Very Good	13-18	Good
7-12	Fair	0-6	Poor

Your score ______________

IV

EDUCATION

MARRIAGE

SAVINGS

LEISURE

FAMILY

JOB

SETTING GOALS

SETTING GOALS

OBJECTIVES

Students will identify desired roles, analyse and evaluate them, set criteria on which to base long-term personal goals, and make plans to reach them. These personal goals, once set, provide a context in which a later occupational choice can be realistically considered. Specifically, the student will:

1. Identify and analyse desired roles and consider the effects of personal decisions on long-term family responsibilities and earnings;
2. Learn and use a decision-making strategy which can be applied to the process of setting goals.
3. Set criteria for evaluating alternatives and making decisions about personal goals.
4. Set long-term personal goals and make plans to achieve them.

OVERVIEW

Beginning by generating a list of "Ten Persons I Want to Be", the student projects these roles, analyses them and examines the effect of future decisions on them. With the help of a decision-making strategy, criteria are generated, long-term family and social goals are set, and plans are made to implement them.

Unit 1 - In Analysing Roles, the "Ten Persons I Want to Be", are listed, classified and related to behaviours which may support or hinder their achievement. Future family responsibilities and earnings are examined in a general way.

Unit 2 - Setting Criteria presents a decision-making strategy in five steps. The first two steps are applied in listing criteria as a basis for evaluating alternative goals.

Unit 3 - In Setting Personal Goals, the last three steps of the decision-making strategy are applied in exploring family and social goals, evaluating and choosing alternatives, and making plans to achieve them.

EVALUATION

All forms will be completed, long term family and social goals will be set, and sequenced plans made to achieve them.

UNIT I : ANALYZING ROLES

OBJECTIVES

1. Identify desired roles as "Ten Persons I Want to Be" and analyse these desired roles in relation to supporting and hindering behaviours.

2. Identify behaviours that can be changed to make chosen roles possible.

3. Evaluate the effect of personal decisions made in relation to family responsibilities and earnings.

LEARNING ACTIVITIES

1. Exercise 1. Identify desired roles and rank them on the form "Ten Persons I Want to Be" as a prerequisite to an analysis of roles in the next exercise.

   Students's Book: Ten Persons I Want to Be
   Relating My Behaviours to My Future

2. Exercise 2. Classify the "ten persons" into groups of family, social and occupational roles and state a general role for each. Then relate the ways the student spends time and money to family and social roles to identify behaviours which support or hinder role achievement. A further analysis is then made to list things that students can or cannot change to make achievement of these roles possible.

   Student's Book: Role Analysis
   Role Groupings
   Family Role Analysis #1 and #2
   Social Role Analysis #1 and #2

3. Exercise 3. Discuss the projection of family responsibilities and earnings in the future and relate them in given examples of personal decisions to time of marriage, length of education, and size of family.

   Projectual: Role Analysis Chart
   Student's Book: Projecting Roles

4. Exercise 4. Discuss intentions or plans for future roles, such as "Ten Persons I Want to Be", as goals to be achieved.

   Student's Book: Roles as Goals

EXERCISE 1. Ten Persons I Want To Be

The cards and lists from Topic I, Unit 1, Exercise 1, Ten Persons I Am, should be reviewed as a stimulus for this lesson. The students will project the concept by generating a list, "Ten Persons I Want to Be", and consider these future roles in the light of present behaviours.

The steps for the exercise are:

1. Each student writes the ten persons "he wants to be" on ten slips of paper or index cards in the form "I want to be a _____."

2. Each student places the roles in rank order by putting the role he could most easily live without face up on the table; he continues the process until the most important role is on the top of the pile.

3. Students and instructor then form a close circle. The instructor sets a model by reading his roles and making a brief comment on why he has placed each role where he has. Then each student in turn introduces his list of persons and explains why they are ordered as they are.

4. The instructor and other students should make encouraging comments and give feedback to each student as he introduces his "Ten Persons".

5. On the form, Relating My Behaviours to My Future, students fill in the ten roles of the "persons they want to be" in the rank order they have decided on.

6. In the other two columns; (Ways I Spend My Time, etc. and Ways I Spend My Money, etc.) the student writes the number of each in support of each role as was done in Topic I. Some behaviours may support more than one role and others may support no roles. Discuss the advantages of using the behaviours generated earlier, since achievement of any desired role will depend on present behaviours and identification of them.

7. The students then study the relationship between their listed roles and the ways they spend their time and money to see if their behaviours support the roles and to note inconsistencies. Some students may want to keep this part of the exercise confidential. The instruction should assist them in this.

RELATING MY BEHAVIOURS TO MY FUTURE

TEN PERSONS I WANT TO BE	WAYS I SPEND MY TIME WHICH SUPPORT EACH ROLE	WAYS I SPEND MY MONEY WHICH SUPPORT EACH ROLE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
Supports no roles		

EXERCISE 2. Role Analysis

In this exercise, students will further examine their "Ten Persons I Want to Be" by grouping these roles, examining their strengths and weaknesses and beginning to identify behaviours which should be modified to achieve broad roles.

1. People's roles can be grouped into the three main areas of family, social and occupational. On the form Role Groupings, each of the ten roles is assigned to one or more of these groups. The instructor should lead a discussion of roles in a general way to stimulate the formulation of the family role, social role and occupational role. A brainstorming session is suggested here, using a given example of a fictitious person and a set of roles. Some examples which may stimulate role grouping are:

   Family - father, mother, husband, wife, parent, etc.

   Social - community worker, church member, bowler, gardener, neighbour, member of a political party, etc.

   Occupational - employee, operator of a small business, contractor, salesperson, etc.

   From the list of roles generated, and recorded on the form, the student draws a general role which is descriptive of or inclusive of the list of roles in each of the three main role groupings. For example:

Family Roles	General Roles
Father Grandfather Provider Companion	I want my family role to be: one in which I am a good provider and companion to my family.
Social Roles	
Friend Neighbour Sportsman	I want my social role to be: one in which I have good friends who are interested in sports.
Occupational Roles	
Employee Mechanical worker Worker with good income and time for leisure and family	I want my work role to be: one which is satisfying, with a good income and security in some mechanical field.

2. Choosing the family role, the student brings forward from Topic I the behaviours of spending time and money, and other behaviours, and identifies each of them as being in support of or hindering the achievement of the family role by listing them as such on the Family Role Analysis #1 form.

3. The same analysis is made for the social roles, using Social Role Analysis #1. At this point the students should be informed that analysis of occupational roles will be dealt with in Topic V, along with a study of different occupations and the factors that have to be considered in making a choice.

4. A second analysis is made of the family and social roles, this time focusing on identification of factors which are fixed and changeable on the descriptors of "Things I Can Change" and "Things I Cannot Change". This analysis is done on the forms Family Role Analysis #2 and Social Role Analysis #2.

5. On each of the role analysis forms, space is provided at the bottom for the student to record a summative statement based on the analysis. These narrative statements are intended to stimulate planning to achieve the roles by identifying and recording possible actions which should be taken.

ROLE GROUPINGS

FAMILY ROLES

____
____
____
____
____
____
____

MAIN FAMILY ROLE

I WOULD LIKE MY FAMILY

ROLE TO BE ______________

____
____
____

SOCIAL ROLES

____
____
____
____
____
____
____

MAIN SOCIAL ROLE

I WOULD LIKE MY SOCIAL

ROLE TO BE ______________

____
____
____

OCCUPATIONAL ROLES

____
____
____
____
____
____
____

MAIN OCCUPATIONAL ROLE

I WOULD LIKE MY ROLE

TO BE ______________

____
____
____

FAMILY ROLE ANALYSIS #1

MAIN FAMILY ROLE ____________________

THINGS I DO WHICH WILL HELP ME ACHIEVE THIS ROLE	THINGS I DO WHICH WILL NOT HELP ME ACHIEVE THIS ROLE

WHAT I SHOULD DO RIGHT NOW TO HELP ME ACHIEVE THIS ROLE:

____

____

____

____

____

SOCIAL ROLE ANALYSIS #1

MAIN SOCIAL ROLE ____

THINGS I DO WHICH WILL HELP ME ACHIEVE THIS ROLE	THINGS I DO WHICH WILL NOT HELP ME ACHIEVE THIS ROLE

WHAT I SHOULD DO RIGHT NOW TO HELP ME ACHIEVE THIS ROLE:

____

____

____

____

____

FAMILY ROLE ANALYSIS #2

MAIN FAMILY ROLE

THINGS I CAN CHANGE	THINGS I CANNOT CHANGE

WHAT I SHOULD DO RIGHT NOW:

SOCIAL ROLE ANALYSIS #2

MAIN SOCIAL ROLE ______________________________

THINGS I CAN CHANGE	THINGS I CANNOT CHANGE

WHAT I SHOULD DO RIGHT NOW:

EXERCISE 3. Projecting Roles

1. Discuss the idea of a life-line as a horizontal line on a graph representing a person's working life, using the projectual Role Analysis Chart. Identify the base line showing the ages at various points.

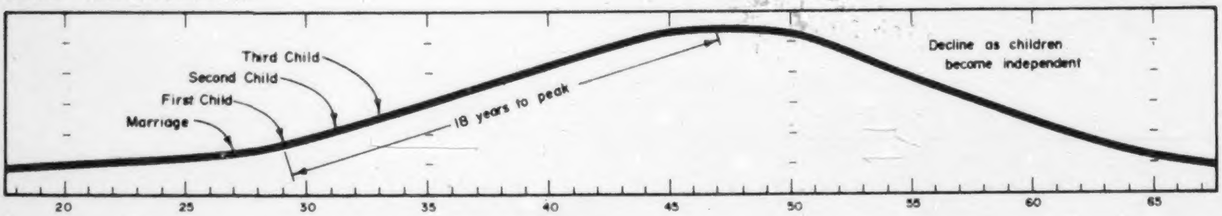
2. Discuss some common patterns, and plot points from student-gathered information. Stimuli: "At what point on the life-line do people begin working?" "At what point on the life line do people get married?" "At what point on the life line do people usually retire?" "At what points in the age of parents are their children in school?"

3. Discuss use of the vertical axis as a technique to show another factor in relation to time. The divisions on the vertical scale are meant only to show if the line of the graph is rising or falling and relatively how far. Stimuli: "Let's look at family responsibility. How much family responsibility might a person have at 20 years of age? (plot) 30 years of age? (plot) 40 years of age? (plot) 50 years of age? (plot) 60 years of age?" (plot) Let students discuss and put forward their reasons for certain levels. Try to get a consensus at each age for an agreed-upon example. When the points for each age are plotted, join them with a smooth curve. Then discuss the curve at various ages. Stimuli: "At what ages are family responsibilities the least? greatest? increasing? decreasing?" Here are some facts from the Canadian Census which show averages:

CHILDREN	AVERAGE AGE OF MEN	AVERAGE AGE OF WOMEN
1st child	27	24
2nd child	29	26
3rd child	31	28
4th child	33	30

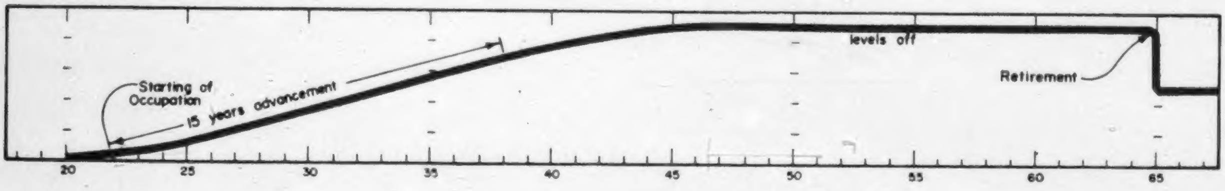
4. Draw and discuss a curve of Family Responsibilities on the projectual, based on the census figures. Such a graph shows that family responsibilities begin to increase after marriage and birth of the first child. The time of most responsibility will be about 18 years after the birth of the first child.

FAMILY RESPONSIBILITIES



5. Work through the Earnings curve in a similar manner. The earnings curve begins with the first term of employment and shows a steady increase for 15 years (point of occupational maturity). At this point, it tends to level off for about 10 years and then levels to retirement. At retirement a drop to about one-half the highest level is normal.

EARNINGS



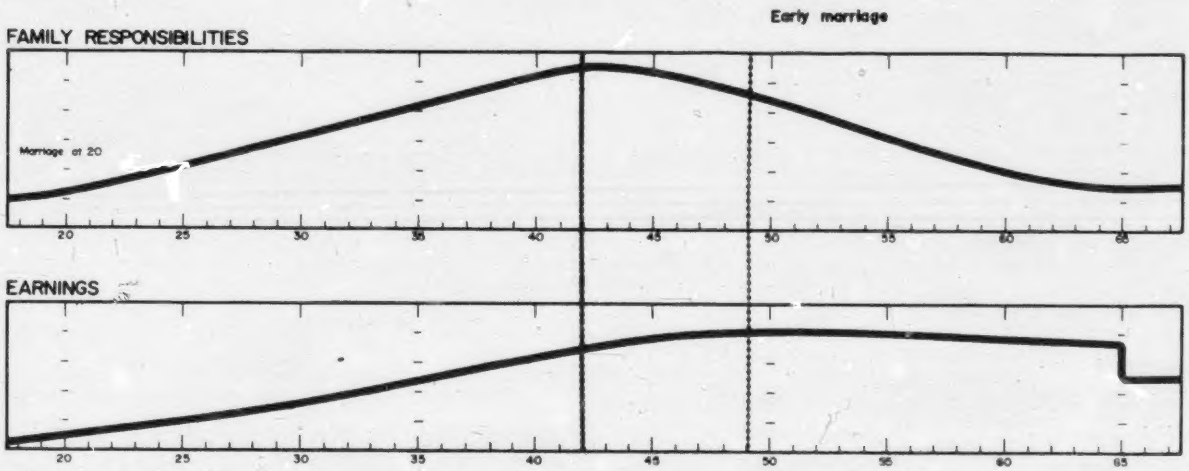
6. Occupational Development. Do not discuss occupational development at this point. This will be developed in Topic V. It is possible here to demonstrate that the employment role is the supporting element in the other two major roles. If the students draw the conclusion, discuss it in a general way only, leaving the detailed projection of occupational development for later lessons.

7. Illustrate the relationship between earnings and family responsibilities with the following three examples. The examples are of separate individuals whose circumstances and decisions relating to marriage, timing of family, education and training factors varied greatly. The instructor may draw these graphs on the projectual or on a flip chart to draw attention to particular points or to vary the circumstances from those given.

Note that the heavy beaded vertical line indicates the point of highest family responsibility, and the thinner beaded line indicates the point of highest earnings.

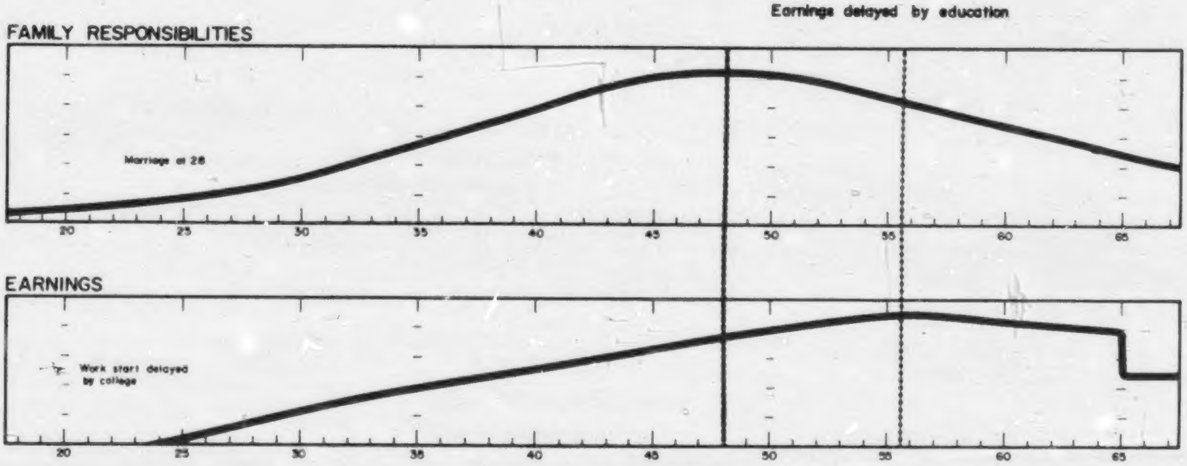
Example 1:

In this example, the individual married young and he reached the peak of his family responsibilities at about age 42. However, he did not reach the peak of his earnings until seven years later at age 49. He did not have the greatest amount of money available when he needed it most.



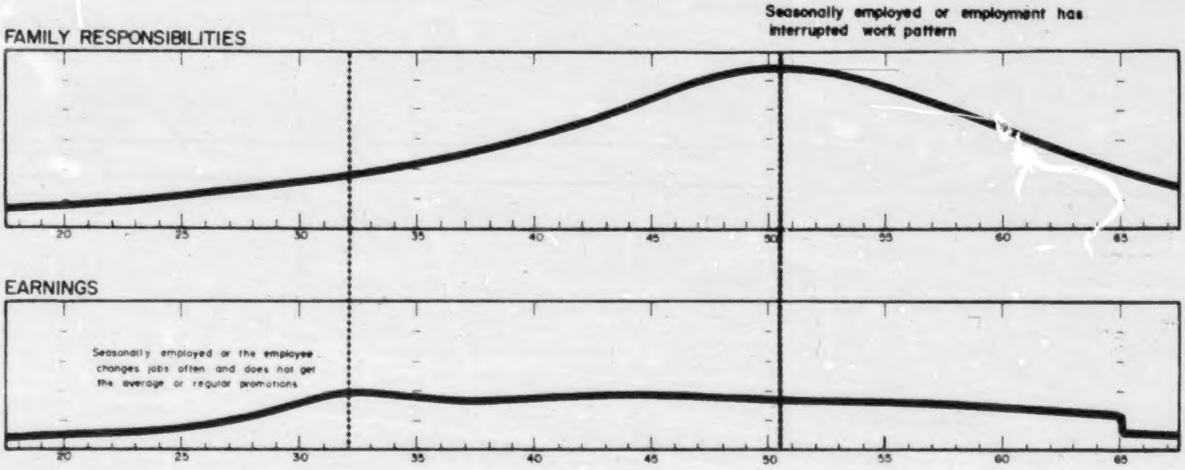
Example 2:

In this example, the person married at 28 and probably had his first child at about 30, so that his family responsibility peaked at age 48. However, he spent several extra years in college, so that his earnings did not reach a peak until he was 56.



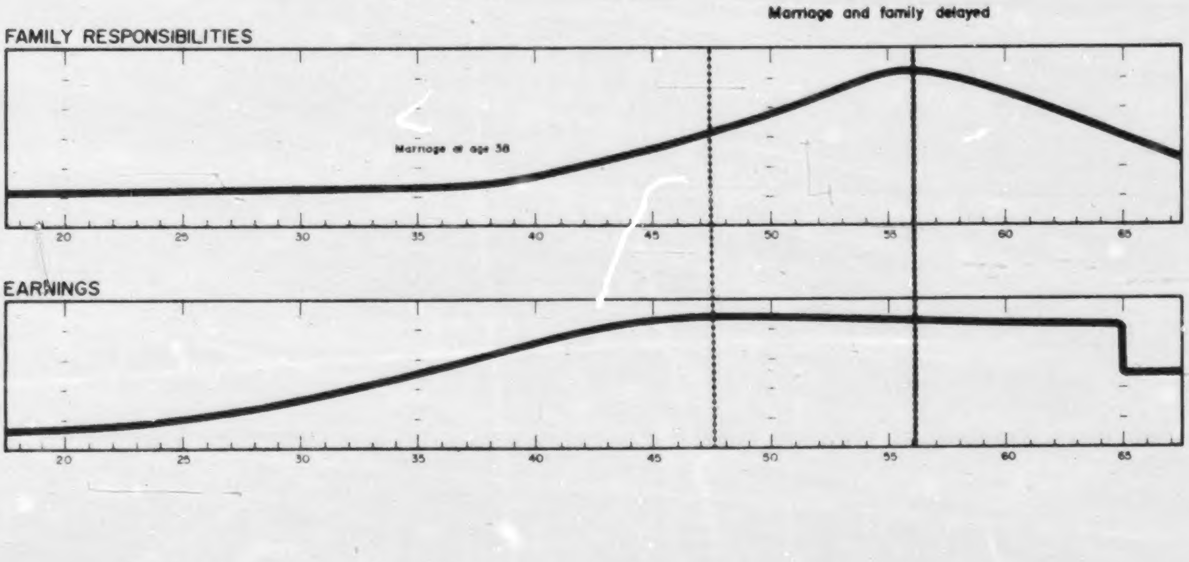
Example 3:

In this example, the individual married at about 30 and his family responsibilities reached the highest point at about age 50. He is seasonally employed or changes jobs frequently, so that his pattern of earnings does not rise according to the standard curve. He therefore finds that his earnings at age 50 are low, and he has a hard time to meet his responsibilities.



Example 4:

In this example, the individual marries late and his peak of family responsibility is at the age of about 56. He started his work at an occupation fairly early in life so that he reaches his highest earnings at about age 48. His earnings are beginning to decline by the time he reaches the point of greatest responsibility.



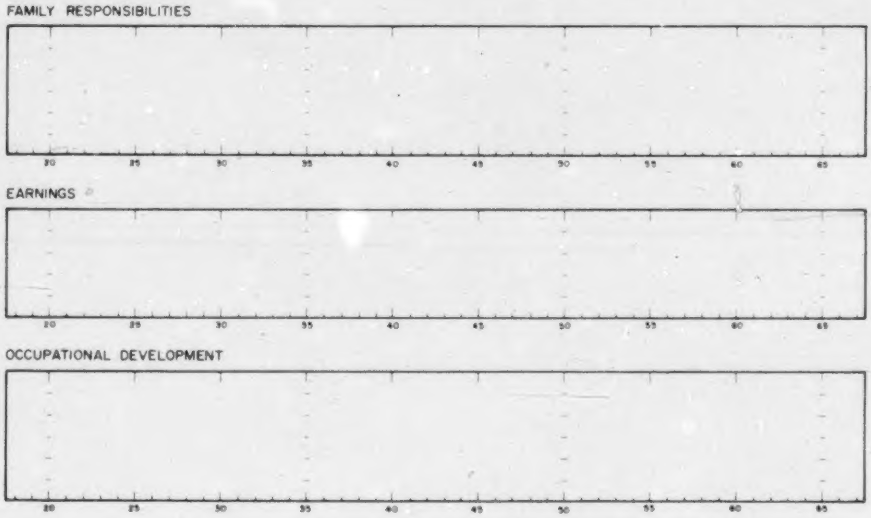
PROJECTUAL: ROLE ANALYSIS CHART

OBJECTIVE #3: Evaluate the effect of personal decisions made in relation to family responsibilities and earnings.

STRATEGY: Explain the idea of plotting a life-line on a graph, plot sample points, and draw curves for them as explained in Steps 1 - 5 of Exercise 3.

INTRODUCTION: *We can illustrate the family responsibilities that a person may have at different ages by drawing a life-line for his working years on a graph. The numbers along the bottom line indicate his age at various points.*

ROLE ANALYSIS CHART



EXERCISE 4. Roles as Goals

In Topic I, roles were listed and discussed in the exercise on Ten Persons I Am and again in Exercise 1 of Topic IV in the exercise on Ten Persons I Want To Be. At this point the emphasis should be changed from roles to goals. In a brief discussion, the instructor should point out that intentions or plans for future roles can be called goals. For the remainder of the course, they may be referred to as goals.

Also, from this point, the process of examining and setting goals will become more definitive and will involve the students in a decision making strategy in learning more about themselves, their families, and social and work environments, and in making plans to achieve goals which have been chosen.

UNIT 2 : SETTING CRITERIA

OBJECTIVES

1. Describe a decision-making strategy involving clarification of decision situations, setting criteria, identifying and exploring alternatives, evaluating alternatives and deciding, and planning to implement the decision.

2. Identify and set criteria, based on personal roles and personal preferences, which can be used in setting and evaluating long-term family and social goals.

LEARNING ACTIVITIES

1. Exercise 1. Present and discuss a decision-making strategy in five steps. Apply the strategy in an example decision situation to practise the individual steps and the strategy as a whole.

   Projectual: Decision Making Strategy
   Student's Book: Decision Making
   Choosing an Apartment to Rent

2. Exercise 2. Review the decision-making strategy and earlier discussions of personal goals, and then apply Steps 1 and 2 of the decision-making strategy. The result should be a set of criteria which can be a stimulus for possible choices and a base on which to evaluate these alternatives later.

   Student's Book: Setting Criteria for Personal Goals
   Criteria for Choosing Personal Goals

EXERCISE 1. Decision-Making

1. Introduce the subject of decision-making by discussing examples in work, home and social life. Examples can be relatively unimportant, such as deciding whether to go to movie A or movie B, or deciding which of several pairs of shoes to buy. Then bring in more important decisions in a person's life: deciding what type of education to get, deciding on an occupation, and deciding on where to live and work. Stress the fact that in more important decisions the impact of a wrong decision is greater.

2. Present the decision-making strategy described in the following Section A, A Decision Making Strategy. Use the overhead projectual, Decision-Making Strategy, while explaining and discussing the five steps.

3. Apply the decision-making strategy in working through a given decision situation. An example is provided in Section B, Choosing an Apartment to Rent, but another may be chosen instead. In any case, do the five steps and discuss the results of each. If it is considered appropriate, and if time permits, one or more additional examples using the strategy could be used.

PROJECTUAL: DECISION-MAKING STRATEGY

OBJECTIVE #1: Describe a decision-making strategy involving clarification of decision situations, setting criteria, identifying and exploring alternatives, evaluating alternatives and deciding and planning to implement the decision.

STRATEGY: Begin with simple examples of everyday decisions that people make. Then introduce each of the five steps and explain and discuss each.

INTRODUCTION: *Everybody makes simple decisions every day. Sometimes there are important decisions which require more care and thought. Here is a system of making decisions in five steps which will help you to make the right one.*

DECISION-MAKING STRATEGY

1 Clarify the Decision Situation

2 Set Criteria

3 Identify and Explore Alternatives

4 Evaluate Alternatives and Decide

5 Plan to Implement the Decision

A. A Decision-Making Strategy

The decision-making activity as presented in this section is directed mostly towards career planning, including occupational choices, training choices and job choices. However, some time spent on general decision making is desirable and appropriate. The aim at this stage is to build a knowledge base to give the students some confidence in using the steps in a general way before they need to make important personal career decisions.

The instructor is cautioned not to assume that decision-making is an easy, mechanical process. It is, rather, highly personal and often subjective, and the process should always be flexible. The experience of a systematic approach, however, provides a student with a realistic and set pattern of behaviour which he can draw on and apply in later circumstances as his particular needs demand.

The deciding strategy described in steps below is fairly simple and yet widely useful for career planning and other decisions. The strategy allows adjustments to meet contingencies as they arise, and at its conclusion the strategy requires a plan to implement the decision.

The Steps

1. Clarify the Decision Situation

A decision situation exists when a person has to make a choice from a set of alternatives. This statement suggests that alternative courses of action are possible and that one of them will be the best for the individual faced with the choice. It also suggests a time frame in which choice points can be identified in a certain order of importance. For example, in career planning a person obviously has a choice of particular jobs. A person would also have several alternatives in making plans for education and special training. These involve different decisions and decisions made at different times.

Career planning, then, is not simply one choice of an occupation, but rather a series of decisions, made at critical points and affected by a situation at the time of each. In this context "clarifying the decision situation" means that a decision situation must be understood in terms of three things:

- its point in the career plan;
- how critical the decision is;
- how it is related to the next critical decision point.

Stimulus questions for clarifying the decision situation might be:

a. What decision(s) must be made now and which can be delayed?

b. What information, or assistance from people or organizations, do I need to help me make this decision?

c. What in general terms will the alternatives be? For example, in making a choice of a training program, the alternatives must be within the total set of possible training programs.

2. Set Criteria

This step focuses on the identification and examination of the constraints which will put broad or specific conditions on the decision. Criteria can be stated in terms like: "The choice must be ..."; "The choice should be ..."; "I would like to ...".

Criteria are used in two ways. First, if taken singly, and without reference to any other criteria, they can stimulate the identification of a broad set of alternatives. Second, they can be used to evaluate alternatives as constraints on the choice; that is, one criterion can be applied to the alternative generated by another. This leads to the identification of a sub-set of alternatives which meet both criteria.

Stimulus questions for setting criteria in the context of a job choice might be:

a. Would I move to another city or region?

b. What general levels of salary or wages would be acceptable?

The answers to these questions, and others like them, will aid in seeking alternatives, as well as evaluating them when a decision must be made.

3. Identify and Explore Alternatives

The criteria can provide the stimulus to generate alternatives. The intention is to produce a universe of possible choices. This is best done by choosing a single criterion and using it as a stimulus.

For example, in a decision related to choosing a school or college in which to take a course, the universe of alternatives would be all institutions which offer the type of training.

Exploration of the alternatives identified provides the student with as much information on each alternative as possible.

For example, in choosing a school to take a course, a person might produce this list:

Criterion #1	Alternatives
I want to take a clerk-typist course.	School A School B School C School D School E
Criterion #2	**Alternatives**
I want to live at home while taking the course.	School A School F

In the exploration, further facts would be gathered and recorded for each alternative.

4. Evaluate Alternatives and Decide

In this step the criteria are applied to each of the alternatives to identify those alternatives that best meet the criteria as a whole. The evaluation may produce several alternatives, or a single one, which will be the 'best' choice (or choices) for the individual. In the evaluation, certain criteria may have to be given priority because of the advantages of some alternatives over others. To follow the example from Step 3, if living at home is a high priority, the person would have to choose School A; School F offers no clerk-typist course. On the other hand, to gain some benefit based on another criterion, the person may decide that he would have to live away from home.

5. Plan to Implement the Decision

The final step in the strategy is to make plans to implement the decision. The suggested technique here is to identify all the required tasks, to order them in time, and finally to carry them out.

In the example of the clerk-typist course in Steps 3 and 4, after the person has made his choice, these are some of the tasks which might be required:

a. make application;

b. get money for fees, living expenses, etc.;

c. arrange for accommodation (if relocation is necessary);

d. get transcripts of school records;

e. get medical examination;

f. get necessary books, materials, etc.

These tasks would then be arranged in order and carried out to ensure that entry to the course would be achieved.

B. Example Decision Situation: Choosing an Apartment to Rent

The Situation

You are living in a furnished apartment and have just decided to purchase your own furniture, except for a kitchen stove and a refrigerator. You are now looking for an unfurnished apartment to be available one month from now.

The Steps

1. Clarify the Decision Situation

Your decision situation will be to decide which of the available apartments best meets your needs.

2. Set Criteria

You have listed the following conditions as a means of identifying possible choices:

a. The most you can pay, not including utilities, is $175.00 per month.

b. The location should be within easy walking distance of a bus route or your place of work.

c. The apartment must have a stove and a refrigerator.

d. The apartment should have one bedroom.

3. Identify and Explore Alternatives

You have used newspaper advertisements and telephone calls to get the following information. Use each of the criteria in turn to find possible choices of apartments.

Criterion #1: The most you can pay, not including utilities, is $175.00 per month.

Alternatives	Remarks
1. Central Apts.	$160.00
2. Palace Place	$175.00
3. 325 Maple Street	$110.00 (includes utilities)
4. Mr. Adams	$155.00
5. Hilltop Apts.	$170.00

Criterion #2: The location should be within easy walking distance of bus or work.

Alternatives	Remarks
1. Queen Elizabeth Court	on bus route, 1 mile from work
2. 1550 - 23rd Street	6 blocks from bus and work
3. 270 Westview Crescent	3 blocks from bus, 5 miles from work
4. Hilltop Apts.	1 block from bus, 1/2 mile to work
5. Central Apts.	3 blocks from work

Criterion #3: The apartment must have a stove and a refrigerator.

Alternatives	Remarks
All apartments have a stove and a refrigerator except Pineview Lodge	

Criterion #4: The apartment should have one bedroom.	
Alternatives	Remarks
Many listed. All those from Criterion #1, 2 and 3 are one bedroom except Queen Elizabeth Court.	

4. Evaluate Alternatives and Decide

   a. All apartments seen or advertised have stoves and fridges except Pineview Lodge.
   b. Many one-bedroom apartments are available.
   c. Location and rent appear to be the most important criteria. On these criteria, Hilltop Apartments and Central Apartments are within the price range and have good access to work.
   d. You have visited both apartments and found that the Hilltop is in better condition and is in a residential area.
   e. Your choice is the Hilltop Apartments.

5. Plan to Implement the Decision

   Having decided on the Hilltop Apartments, you now make plans to rent an apartment there. The tasks might be:

   a. Write or phone the person in charge of rentals and give him your decision.
   b. Find out if a deposit or advance rental is required and make the payment.
   c. Give notice of leaving your present apartment.
   d. Arrange telephone and utilities changes.
   e. Arrange to have your furniture and the personal belongings moved into the new apartment.

   Finally, you decide the order in which the tasks should be done, and you carry them out.

EXERCISE 2. Setting Criteria for Personal Goals

1. Review the decision-making strategy by briefly discussing each of the five steps with the aid of the projectual Decision Making Strategy. Mention the example just completed and the application of the strategy to it.

2. Return to a brief discussion of personal goals by:

   a. reviewing the activities in Topic I;

   b. reviewing the activities of Unit I of this topic where desired roles were considered as goals;

   c. preparing students to consider their personal goals in more detail by applying the decision making strategy to the choice of goals;

   d. reviewing the first two steps in the deciding strategy as they will apply in this exercise, i.e., to derive criteria for personal goals.

3. Apply Step 1 - Clarify the Decision Situation. The objective here is to make students clearly aware that personal decisions are desirable within the context of family and social goals.

   Family Goals: The decision situation is one of choosing a family role which recognizes existing conditions and future possibilities. Discussion may centre on two situations: unmarried students still living at home, and married students with their own homes and families. Stimuli: "What relationship do you want to maintain with your parents and the parental family and home?" "When do you want to get married and set up your own home?" "What kind of relations do you want to maintain with your own spouse and children?" "How do you want to spend your money: to buy your own home? to pay for recreations and amusements? to educate your children? to improve your own education? in other ways?"

   Social Goals: Clarification here might produce some broad categories of choices indicating the extent and general orientation of the social roles possible within context of family and work. Stimuli: "What sports activities do you want to participate in?" "What social clubs do you want to join?" "Do you intend to join and be active in a church? a political party? a community organization?" What effects would a night job, shift work or self-employment have on social goals?" "Would you want to leave your present social community to take a job somewhere else?"

Occupational Goals: Delay the consideration of these goals now, but inform the students that they will be setting criteria and occupational goals later in Topic V.

4. Apply Step 2 - Set Criteria. Initially the students should examine the constraints or conditions already existing in the form of "Things I Cannot Change" for each role group from Exercise 2 in Unit I. These should be examined again to determine their flexibility, and where constraints still exist, they should be recorded as criteria. For each of family and social goals, stimulus questions such as the following might also generate criteria:

   a. What things in my life cannot be changed?

   b. What things would it be very difficult to change?

   c. Is there any person or place I do not wish to leave for any extended period of time?

   d. Is there a particular location or type of location where it is necessary or desirable for me to live?

   e. What do I really want to accomplish in my life?

5. Students record their criteria for family and social goals on the form Criteria for Choosing Personal Goals in the Student's Book; in this way they can keep their criteria confidential. Both instructor and students should be aware that criteria are subject to change and should be modified as the individual makes important changes in his life. To help students list their criteria, they might start each point with the words, "I want ..."

CRITERIA FOR CHOOSING PERSONAL GOALS

Family Goal Criteria:

1. ______________________________

   ____

2. ______________________________

   ____

3. ______________________________

   ____

4. ______________________________

   ____

5. ______________________________

   ____

6. ______________________________

   ____

Social Goal Criteria:

1. ______________________________

   ____

2. ______________________________

   ____

3. ______________________________

   ____

4. ______________________________

   ____

5. ______________________________

   ____

6. ______________________________

   ____

Occupational Goal Criteria:

(These criteria will be set in Topic V.)

UNIT 3 : SETTING PERSONAL GOALS

OBJECTIVES

1. Identify and describe personal goal alternatives within the context of family and social roles.

2. Evaluate alternative goals and make personal goal choices consistent with established criteria.

3. Prepare tentative plans in the form of tasks to be completed or further decisions to be made in order to achieve personal goals.

LEARNING ACTIVITIES

1. Exercise 1. Use the criteria from Exercise 2 of Unit 2 and apply Step 3 of the decision-making strategy to generate and describe personal goal alternatives for each criterion in turn.

   Student's Book: Exploring Personal Goals

2. Exercise 2. Evaluate these personal goal alternatives according to the established criteria and make broad family and social goal choices by applying Step 4 of the decision making strategy.

   Student's Book: Setting Personal Goals
   Evaluating Family Goal Alternatives
   Evaluating Social Goal Alternatives

3. Exercise 3. Apply Step 5 of the decision-making strategy by listing and ranking actions and further decisions which need to be made to implement personal goals.

   Student's Book: Planning to Implement Personal Decisions
   Plans to Reach Family Goals
   Plans to Reach Social Goals

EXERCISE 1. Exploring Personal Goals

1. Review the decision-making strategy by mentioning each of the five steps briefly.

2. Introduce this exercise by placing the activity of identifying and exploring personal goal alternatives in the context of previous exercises, i.e., as Step 3 of the decision-making strategy, following Steps 1 and 2 in the previous exercise.

3. Have the students bring forward their criteria for family and social goals and record them on the form Exploring Personal Goals in the Student's Book. (Room for up to six criteria in each group is provided.)

4. Apply Step 3 - Identify and Explore Alternatives:

    a. Discuss methods of identifying alternatives for each criterion listed. Stimuli: roles of "Ten Persons I Am" from Topic I; roles of "Ten Persons I Want to Be" from Unit 1 of this topic; other personal preferences.

    b. Students will then record their alternatives for each criterion on the form Exploring Personal Goals. They do not need to fill every space or be limited by it. Assist students by asking stimulating questions or suggesting alternatives, but do not direct them to choose specific alternatives.

    c. In the space for "Remarks", the students can write any pertinent facts or information about the alternatives which may help them later to choose one. Allow time and opportunity for questions and thought during this exploration period. Students may want to discuss the alternatives with family members or other significant persons before they finish completing the forms.

EXPLORING PERSONAL GOALS

Family Goal Criterion #1 ____________________

Alternatives	Remarks

Family Goal Criterion #2 ____________________

Alternatives	Remarks

Family Goal Criterion #3 ____________________

Alternatives	Remarks

Family Goal Criterion #4 ____________________

Alternatives	Remarks

Family Goal Criterion #5 ____________________

Alternatives	Remarks

Family Goal Criterion #6 ____________________

Alternatives	Remarks

EXPLORING SOCIAL GOALS

Social Goal Criterion #1 ______________________________

Alternatives	Remarks

Social Goal Criterion #2 ______________________________

Alternatives	Remarks

Social Goal Criterion #3 ______________________________

Alternatives	Remarks

Social Goal Criterion #4 ______________________________

Alternatives	Remarks

Social Goal Criterion #5 ______________________________

Alternatives	Remarks

Social Goal Criterion #6 ______________________________

Alternatives	Remarks

EXERCISE 2. Setting Personal Goals

1. Review the decision-making strategy by mentioning each of the five steps briefly.

2. Review the alternatives which the students wrote in the previous exercise. Make sure that they have completed that exercise adequately before proceeding.

3. Outline the tasks in this exercise within the context of previous exercises, i.e., as Step 4 of the deciding strategy. Emphasize specifically that a choice or choices should be made, and that these choices will help in making personal career plans.

4. Apply Step 4 - Evaluate Alternatives and Decide. The students will work through the following steps:

   a. Rank each of the family and social criteria from most important to least important by numbering (up to 6) the rank of each in the margin on the form Criteria for Choosing Personal Goals from Exercise 2 of Unit 2.

   b. Write the family goal alternatives from Exercise 1 in any order on the form Evaluating Family Goal Alternatives.

   c. Complete the check list on the same form by indicating which of the criteria are met by each alternative. The instructor may need to assist students to make judgements about whether criteria are met, or to use the form properly. The check marks will indicate which alternatives should be seriously considered, which to be rejected, and those which might require further exploration.

   d. On the basis of this evaluation and any preferences, the students choose the best alternatives and write them at the bottom of the page under Family Goal Choices and Social Goal Choices.

EVALUATING FAMILY GOAL ALTERNATIVES

Family Goal Alternatives	Criteria Met						Remarks
	1	2	3	4	5	6	

Family Goal Choices

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

EVALUATING SOCIAL GOAL ALTERNATIVES

Social Goal Alternatives	Criteria Met						Remarks
	1	2	3	4	5	6	

Social Goal Choices

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

EXERCISE 3. Planning to Implement Personal Decisions

1. Review the five steps of the decision-making strategy.

2. Review progress through the first four decision making steps in recent exercises. Emphasize both the importance of planning to achieve goals and the use of the deciding strategy to make adjustments or new decisions at various times.

3. Students will bring forward the family and social goal choices from Exercise 2 and write them at the top of the forms Plans to Reach Family Goals and Plans to Reach Social Goals in the Student's Book.

4. Apply Step 5 - Plan to Implement the Decision. The students will work through the following steps:

   a. Prepare a list of tasks to be carried out to achieve family and social goals and write them on a separate card or sheet of paper.

   b. Rank the tasks on a time priority basis with the first task on top.

   c. Transfer the lists to the section Things To Do on the forms Plans to Reach Family Goals and Plans to Reach Social Goals.

   d. Review the goals and plans to achieve them, in preparation for further self-assessment and occupational planning in Topic V.

PLANS TO REACH FAMILY GOALS

FAMILY GOALS ______________________________

THINGS TO DO

1 ______________________________

2 ______________________________

3 ______________________________

4 ______________________________

5 ______________________________

6 ______________________________

PLANS TO REACH SOCIAL GOALS

SOCIAL GOALS ______________________________

____

____

THINGS TO DO

1 ______________________________

____

____

2 ______________________________

____

____

3 ______________________________

____

____

4 ______________________________

____

____

5 ______________________________

____

____

6 ______________________________

____

____

ARTIST MASON

WELDER

ATHLETE

MANAGER

CLERK

CARPENTER ACCOUNTANT

DRIVER

ENGINEER

FITTER

V

CHOOSING AN OCCUPATION

CHOOSING AN OCCUPATION

OBJECTIVES

Students will evaluate their personal traits, learn about the world of work, and make an occupational choice. Specifically, students will:

1. Set criteria for an occupational choice by preparing and interpreting a personal qualifications profile of interests, aptitudes, temperaments, preferences for work environment and physical activities, and level and type of training and experience.

2. Identify and describe occupations which reflect personal traits and personal preferences.

3. Make an occupational choice which is consistent with personal traits, personal preferences and personal goals.

4. Identify and describe an appropriate number of jobs which could be obtained in the chosen occupation.

OVERVIEW

Beginning with self-assessment activities, the student prepares a comprehensive profile of interests, abilities and preferences. This profile is used as criteria to identify occupations for detailed study. Out of the occupations thus identified and studied, a choice is made and a number of jobs are identified and described.

Unit 1 - In Setting Criteria a comprehensive self-assessment is prepared as a set of criteria for occupational exploration.

Unit 2 - In Exploring Occupations the personal traits are used as access variables to identify occupations. Occupations identified are studied and described in detail.

Unit 3 - In Making An Occupational Choice the criteria of interests, abilities and preferences along with personal goals are used to evaluate alternative occupations. An occupational choice is made.

Unit 4 - In Exploring Jobs a number of jobs which are associated with the chosen occupation(s) are identified and described.

EVALUATION

Appropriate parts of the student's book should be properly completed. An occupational choice should be made and a list of appropriate jobs prepared.

UNIT I : SETTING CRITERIA

OBJECTIVES

1. Identify interest factors, temperament factors and factors descriptive of work environments and physical activities and prepare a profile of personal measures of these factors.
2. Identify aptitude factors (GATB) and prepare a profile of personal measures of these factors, along with levels of general education and specific vocational preparation.
3. Prepare a comprehensive personal profile of interests, aptitudes, other qualifications and factors and personal preferences and experience.
4. Prepare a set of criteria for occupational choice, based on personal traits and preferences.

LEARNING ACTIVITIES

1. Exercise 1. Through instructor guidance and class discussion, students define interests, identify and describe interest factors, and assess their preferences for work activities representative of these factors. The Student Report Folder of the Ohio Vocational Interest Survey (with scores) is interpreted.

   Projectual Set: Interests
   Projectual Set: Interpreting the OVIS
   Student's Book: Interests
   Interests Check List

2. Exercise 2. Through instructor guidance and class discussion, students define temperament, identify and describe temperament factors, and assess their reactions or adjustments to work activities representative of these factors.

   Projectual Set: Temperaments
   Student's Book: Temperaments
   Temperaments Check List

3. Exercise 3. Through instructor guidance and class discussion, students define physical activities, identify and describe physical activities factors, and assess their preferences and capacities for these physical activities.

   Projectual Set: Physical Activities
   Student's Book: Physical Activities
   Physical Activities Check List

4. Exercise 4. Through instructor guidance and class discussion, students define environmental conditions, identify and describe environmental conditions factors in work, and assess their abilities and preferences to function in various environments.

   Projectual Set: Environmental Conditions
   Student's Book: Environmental Conditions
   Environmental Conditions Check List

5. Exercise 5. Through instructor guidance and class discussion, students define aptitudes, identify and describe aptitude factors as used in the General Aptitude Test Battery, and interpret personal measures of these aptitudes.

   Projectual Set: Aptitudes
   Student's Book: Aptitudes
   Aptitudes Check List

6. Exercise 6. Through instructor guidance and class discussion, students identify, describe and assess their own general education and vocational training levels in terms of GED and SVP factors and scales.

   Projectual Set: Education and Training
   Student's Book: Education and Training

7. Exercise 7. Through an instructor-guided process, the students complete a comprehensive personal profile by bringing forward the assessments of their personal traits from earlier exercises. Variables for these factors are then drawn from the profile to produce a set of personal traits as criteria for beginning to explore occupations.

   Projectual Set: Setting Criteria
   Student's Book: Setting Criteria
   Personal Profile
   Occupational Qualifications Profile
   Criteria for Occupational Choice

EXERCISE 1. Interests

1. Review briefly the progress toward goal setting which was made in Topic IV. Stress that roles and broad personal goals were the focus of attention in previous exercises.

2. Explain that in this topic the students will focus attention more specifically on work and occupation roles. Students will look objectively and precisely at personal traits which are associated with the requirements of occupations. Traits to be assessed are interests, temperaments, aptitudes, education and training, and physical capacities.

3. Introduce interests as the first personal trait to be studied. Use the first projectual of the Projectual Set: Interests to start a discussion on the role of interests in work and in occupational choice. The idea is that the activities of a chosen occupation should attract a person's interest and bring satisfaction as a result of performing them. (See the section "Notes on Interests" which follows, for further information on interests. It is not necessary to present this background material to the students.)

4. Discuss interests with the view of defining them in the context of work activities. First examples from non-work activities may help to develop understanding of the term. Then you can associate non-work interests in hobbies, for example, with occupational interests.

5. Introduce "Interest Factors" with the second projectual of the Projectual Set: Interests. Discuss each factor separately and illustrate it with definitive examples. (See the section "Illustrative Activities for Each Interest Factor" which follows, for some examples.) Ask the students for examples of their own; their examples may help other students to understand the factor, and they will provide an evaluation of understanding. If examples are not typical of a given factor, assign them to the appropriate one.

   If pictures of work situations are available, an excellent exercise can be developed in identifying the interest factors exhibited. For example, a picture of a mechanic at work might elicit responses like "things and objects"; "non-social work in relation to processes, machines and techniques"; "routine concrete and organized work"; and "work leading to satisfaction from tangible results." The students should be aware that several factors may apply to any particular job.

6. Have the students complete the Interests Checklist in their books. Assist them with examples as required and inform them that their statement of preferences will help them to make a decision later on occupational choice.

7. Give the students their OVIS Student Report Folders. Use the Projectual Set: Interpreting the OVIS to explain the parts of the report. Each student should study and evaluate the various interest descriptions in his report. Show the class that the OVIS Guide to Career Exploration can be used in interpreting their interest scores.

Notes on Interests

Definition: An interest is a feeling of attraction toward a person, thing or activity. If one has an interest, there is a tendency to have a positive reaction to a person or thing, or to continue an activity. On the other hand, if no interest exists, the person will not react at all. In the case of an aversion, he will tend to turn away from or reject the person, thing or activity.

Role of Interests in Occupational Choice

Interests are an important factor in occupational choice because

a. there is a significant relation between job stability-satisfaction and a positive interest in the type of work activity;

b. interests tend to be relatively stable after a person reaches maturity.

While a number of interest scales, interest descriptions and groupings have been developed, most notably by people like Strong and Kuder, the interest factors used in the CCDO qualifications profiles are based on the work of C. Cottle. The Cottle approach, which incidentally was based on the work of both Strong and Kuder, suggests that interests are bipolar in nature. That is, a preference for one type of work activity is associated with an aversion to a contrary type of activity. For example, a preference for working with things and objects would be associated with a preference not to work with people in activities such as counselling, teaching or sales.

In the Dictionary of Occupational Titles, (Third Edition 1965, U.S. Dept. of Labor), and subsequently in the Canadian Classification and

Dictionary of Occupations (1971, Dept. of Manpower and Immigration), interest factors used as descriptors of interests in the Qualifications Profiles were those developed as bipolar factors. Since the CCDO structure is employed throughout Canada as a basis for occupational definitions and qualifications and training requirements, the same set of interest factors is used in this course.

There are five pairs of interest factors, associated so that a positive concern for one factor of a pair usually implies a rejection of the other factor of the pair. The interest factors shown below are arranged so that the bipolar nature of the set is indicated.

INTEREST FACTORS

1.	Things and Objects	vs.	6.	People and Communication of Ideas
2.	Business Contact with People	vs.	7.	Scientific and Technical Work
3.	Routine, concrete and organized work	vs.	8.	Abstract and creative work or experiences
4.	Working for people for their presumed good as in the social welfare sense, or for dealing with people and language in social situations.	vs.	9.	Non-social work, carried on in relation to processes, machines, and techniques
5.	Work resulting in prestige or esteem of others	vs.	0.	Work resulting in tangible productive satisfaction

Illustrative Activities for Each Interest Factor

These examples are listed to help the instructor explain the kinds of work to which each interest factor refers. The examples may have to be changed to fit the level of awareness or experience of a particular student group.

1. *Situations involving a preference for activities dealing with things and objects.*

   Examples: operates a machine; keeps records; examines and tests components for manufacturing; assembles components; checks supplies in and out; calculates prices or rates; makes scale drawings.

2. *Situations involving a preference for activities involving business contact with people.*

   Examples: supervises the work of others; sells from door to door; acts as a receptionist; runs a telephone switchboard; conducts interviews; makes financial investigations.

3. *Situations involving a preference for activities of routine, concrete and organized work.*

Examples: keeps files; inspects products in manufacturing; supplies another worker or a machine with materials; operates a machine which involves regular movements; types addresses and financial records; cultivates and harvests farm products.

4. *Situations involving a preference for working with people for their presumed good as in the social welfare sense, or for dealing with people and language in social situations.*

Examples: organizes recreational groups; counsels people with problems; assists people to find jobs; serves people in a medical or religious way; works with handicapped people.

5. *Situations involving a preference for work resulting in prestige or the esteem of others.*

Examples: helps to determine a company's policy; teaches school and administers school business; acts as a spokesman or agent for a union, company or committee; conducts financial investigations; manages a business.

6. *Situations involving a preference for activities dealing with people and communicating ideas.*

Examples: writes for a newspaper; gives instruction in music; lectures; acts in the films or theatre; reads and classifies reports and records; interviews clients to collect information; trains animals or people in specific skills.

7. *Situations involving a preference for activities of a scientific and technical nature.*

Examples: conducts tests and experiments; collects and compares statistics and data; specializes in the production of a particular crop by studying the soil, weather conditions, and different fertilizers; illustrates scientific books; develops new products and processes.

8. *Situations involving a preference for activities of abstract and creative work or experiences.*

Examples: conducts scientific experiments and research to prove facts of nature or to discover new products and methods; creates new hair styles to meet individual needs and appearance; designs clothes; writes original plays.

9. *Situations involving a preference for activities that are non-social work, carried on in relation to processes, machines and techniques.*

   Examples: tends and regulates radio and television broadcasting equipment; makes ready and tends printing presses; makes clothes to fit individuals; sets up and operates surveying machines; repairs, tests and adjusts instruments and machines.

0. *Situations involving a preference for work leading to satisfaction from tangible results.*

   Examples: carries out a number of varied operations which lead to a finished product - making furniture; creating jewelry or house bric-a-brac; making false teeth from dental impressions; preparing baked goods; installing appliances in cars or houses; mounting birds and animals; photographing, developing and printing pictures.

PROJECTUAL SET: INTERESTS

OBJECTIVE: Identify interest factors and prepare a profile of personal measures of these factors.

STRATEGY: Introduce interests as one's likes or dislikes of people, things or activities with respect to occupational choice. Discuss the 10 interest factors in detail, using examples appropriate to the students' background and experience. Encourage students to give examples.

INTRODUCTION: Use the first projectual to discuss interests in general and the place of interests in occupational choice. (Cover the bottom statement on the projectual at first.)

To begin to examine your personal characteristics in detail, a good place to start is by looking at your interests. Interests are ...

INTERESTS are

FEELINGS OF ATTRACTION FOR IDEAS, PEOPLE, THINGS, OR ACTIVITIES

OFTEN THE FIRST STAGE IN CHOOSING AN OCCUPATION

INTEREST FACTORS

75

1 Things and Objects

2 Business Contact with People

3 Routine, concrete and organized work

4 Working for people for their presumed good as in the social welfare sense, or for dealing with people and language in social situations

5 Work resulting in prestige or esteem of others

6 People and Communication of Ideas

7 Scientific and Technical work

8 Abstract and creative work or experiences

9 Non-social work carried on in relation to processes, machines, and techniques

0 Work resulting in tangible, productive satisfaction

INTERESTS CHECK LIST

Here are ten types of work activities. Circle the response at the right which best describes how you feel about each of the activities. If you need help in understanding the meaning of the activities, ask your instructor to give you some examples.

1.	Activities dealing with things and objects.	DON'T LIKE	DON'T KNOW	LIKE
2.	Activities involving business contact with people.	DON'T LIKE	DON'T KNOW	LIKE
3.	Activities of a routine, definite, organized nature.	DON'T LIKE	DON'T KNOW	LIKE
4.	Activities which involve direct personal contact, to help people or deal with them for other purposes.	DON'T LIKE	DON'T KNOW	LIKE
5.	Activities which bring recognition or appreciation by others.	DON'T LIKE	DON'T KNOW	LIKE
6.	Activities concerned with people and the communication of ideas.	DON'T LIKE	DON'T KNOW	LIKE
7.	Activities of a scientific and technical nature.	DON'T LIKE	DON'T KNOW	LIKE
8.	Activities which require creative imagination in handling things or ideas of an indefinite nature.	DON'T LIKE	DON'T KNOW	LIKE
9.	Activities which are non-social and involve the use of machines, processes, or methods.	DON'T LIKE	DON'T KNOW	LIKE
0.	Activities which result in satisfaction from working on or producing things.	DON'T LIKE	DON'T KNOW	LIKE

IN THE SPACES BELOW, write the number of the activities in order from your first choice (best-liked) to your last choice (most disliked). Start by writing in your first three best-liked choices and the three most disliked choices. Then fill in your other choices.

Best liked — Most disliked

____	____	____	____	____	____	____	____	____	____
1st choice	2nd	3rd	4th	5th	6th	7th	8th	9th	LAST choice

PROJECTUAL SET: INTERPRETING THE OVIS

OBJECTIVE: Through interpretation of the Student Report Folder, students will identify which of the 24 interest scales should be explored in making occupational choice decisions.

STRATEGY: Before doing this exercise, read the information on standard tests in the introduction and in the OVIS Manual for Interpreting. With students referring to their own Student Report Folders, work through the projectual set as a guide to focus attention on each of the pertinent characteristics and results of the survey in sequence.

INTRODUCTION: With the first projectual, mention the time, date and person in charge of the testing and show the Student Booklet to help students recall the experience of taking the survey.

Recently, you ...

Recently you took the

OHIO VOCATIONAL INTEREST SURVEY

This survey helps to determine your

INTERESTS in MANY DIFFERENT WORK ACTIVITIES

By measuring your INTERESTS with the

OVIS you can find out which WORK

ACTIVITIES you *LIKE* and those you

DON'T LIKE.

In fact:

When you completed the OVIS you

decided how much *LIKE* or *DISLIKE*

280 ACTUAL JOB ACTIVITIES

The 280 Actual Job Activities

are grouped into

24 INTEREST SCALES

Each of the 24 INTEREST SCALES on the OVIS
had a total of 11 questions.

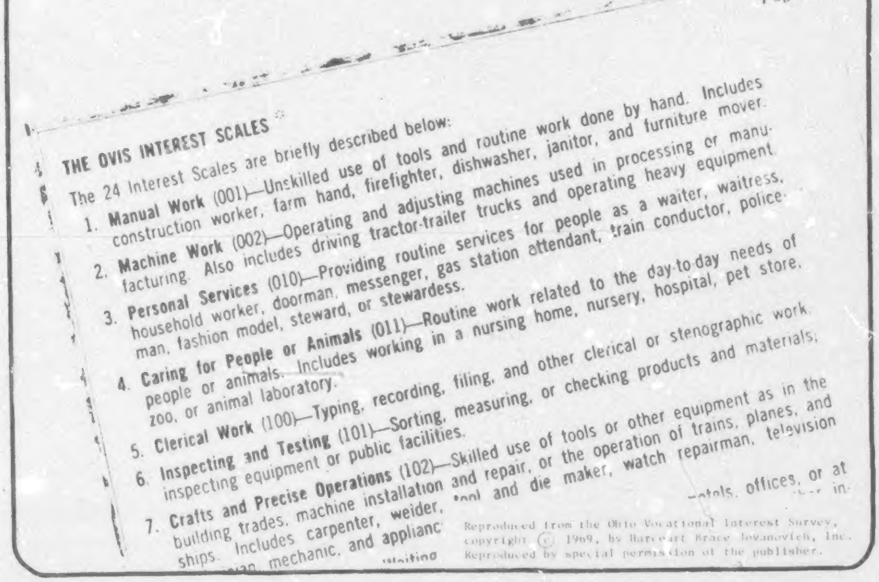
With each question worth from 1 to 5 points
it was possible to obtain a score from:

$$\begin{tikzcd} 5 \times 11 = 55 \arrow[d, leftrightarrow] \\ 1 \times 11 = 11 \end{tikzcd}$$

In deciding your LIKE or DISLIKE of 280 actual job activities
you chose one of five different choices
which were presented and scored like this:

DEFINITION	CHOICE	SCORE
I would like this activity very much	"L"	5
I would like this activity	"l"	4
I am neutral. I would neither like nor dislike this activity	"n"	3
I would dislike this activity	"d"	2
I would dislike this activity very much	"D"	1

The 24 INTEREST SCALES on the OVIS are explained on page 4 of your student report folder.



Page 4

THE OVIS INTEREST SCALES

The 24 Interest Scales are briefly described below:

1. **Manual Work** (001)—Unskilled use of tools and routine work done by hand. Includes construction worker, farm hand, firefighter, dishwasher, janitor, and furniture mover.
2. **Machine Work** (002)—Operating and adjusting machines used in processing or manufacturing. Also includes driving tractor-trailer trucks and operating heavy equipment.
3. **Personal Services** (010)—Providing routine services for people as a waiter, waitress, household worker, doorman, messenger, gas station attendant, train conductor, policeman, fashion model, steward, or stewardess.
4. **Caring for People or Animals** (011)—Routine work related to the day-to-day needs of people or animals. Includes working in a nursing home, nursery, hospital, pet store, zoo, or animal laboratory.
5. **Clerical Work** (100)—Typing, recording, filing, and other clerical or stenographic work.
6. **Inspecting and Testing** (101)—Sorting, measuring, or checking products and materials; inspecting equipment or public facilities.
7. **Crafts and Precise Operations** (102)—Skilled use of tools or other equipment as in the building trades, machine installation and repair, or the operation of trains, planes, and ships. Includes carpenter, welder, tool and die maker, watch repairman, television
an, mechanic, and applianc
otels, offices, or at
in-
waiting

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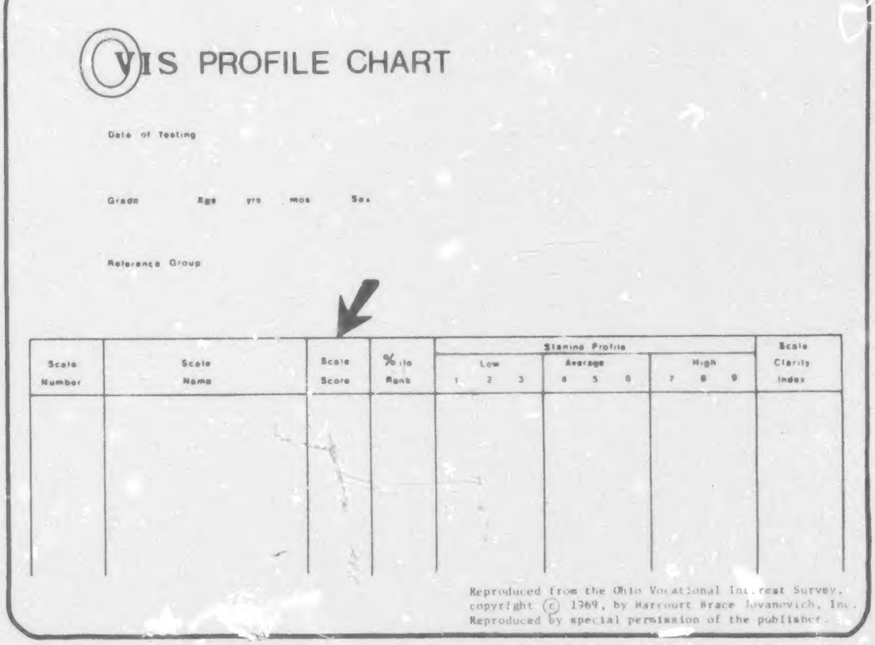

OVIS PROFILE CHART

Date of Testing

Grade Age yrs mos Sex

Reference Group

Scale Number	Scale Name	Scale Score	%ile Rank	Stanine Profile									Scale Clarity Index
				Low			Average			High			
				1	2	3	4	5	6	7	8	9	

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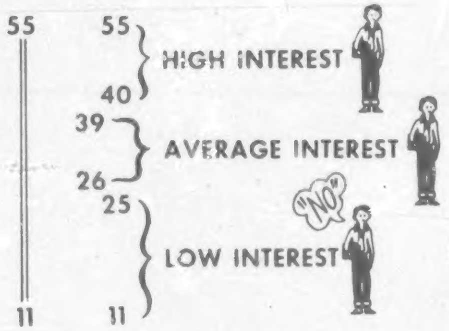
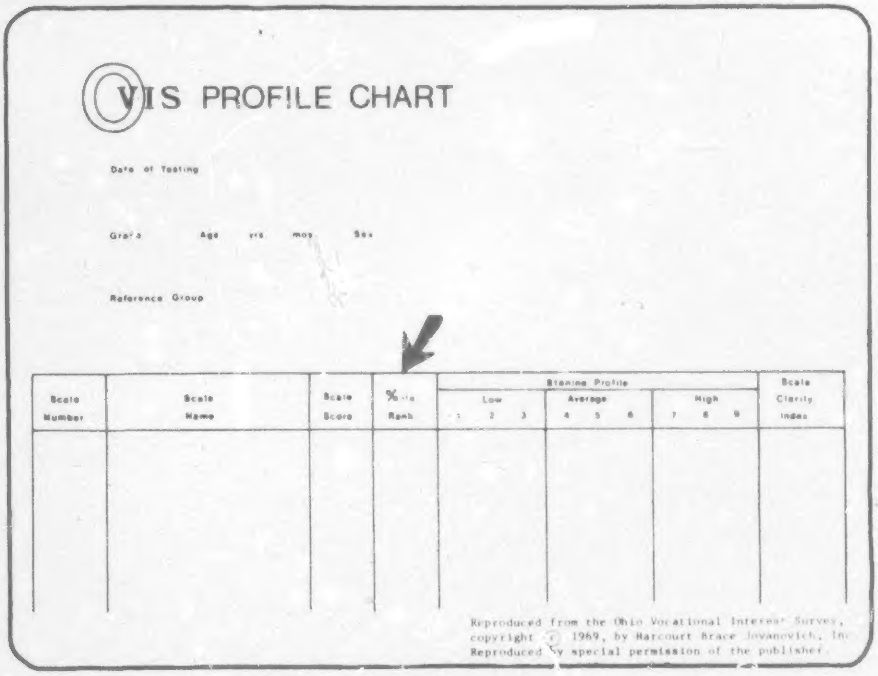
SCALE SCORES show you the relative strength of your interests in the job activities described in the OVIS.


55
11
55
40
HIGH INTEREST
39
26
AVERAGE INTEREST
25
11
LOW INTEREST
"NO"



OVIS PROFILE CHART

Date of Testing

Grade Age yrs mos Sex

Reference Group

Scale Number	Scale Name	Scale Score	%ile Rank	Stanine Profile			Scale Clarity Index
				Low	Average	High	
				1 2 3	4 5 6	7 8 9	

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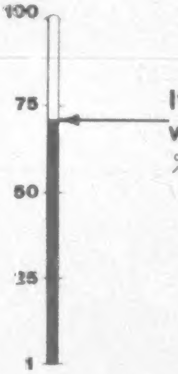
(%) PERCENTILE RANKS **show how your interests compare with those of a typical ONE HUNDRED other people like you.**

For Example



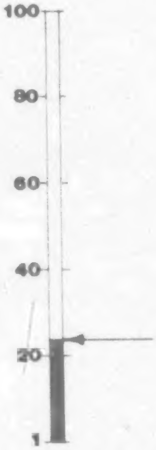
If your score was 70 on the % scale

THEN

30 have more interest than you do

69 have less interest than you do

Another Example

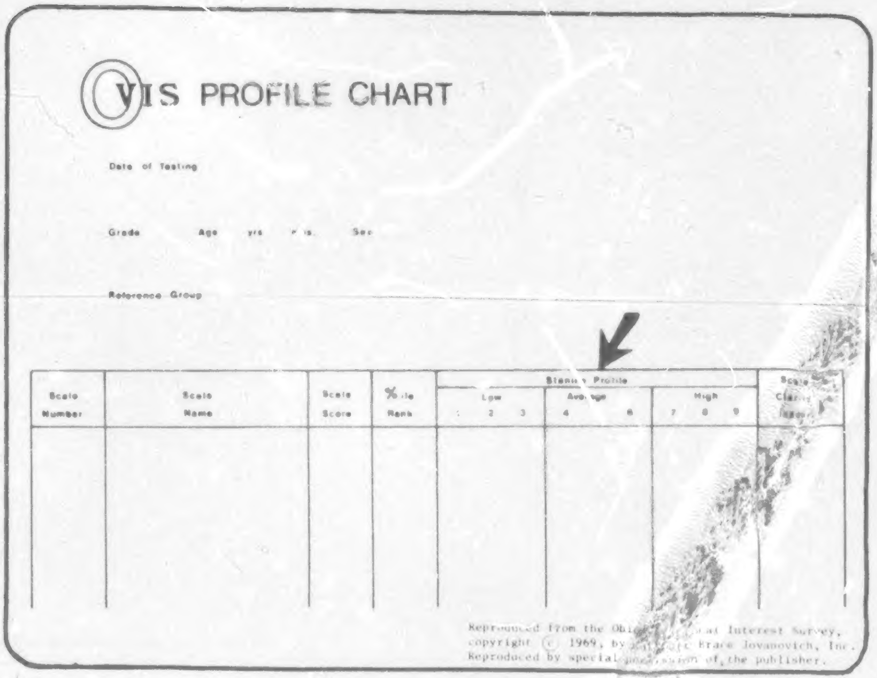


If your score was 24 on the % scale

THEN

76 have more interest than you do

23 have less interest than you do



OVIS PROFILE CHART

Date of Testing

Grade Age yrs mos. Sex

Reference Group

				Stanine Profile			Scale
Scale	Scale	Scale	%ile	Low	Average	High	Clarity
Number	Name	Score	Rank	1 2 3	4 6	7 8 9	Index

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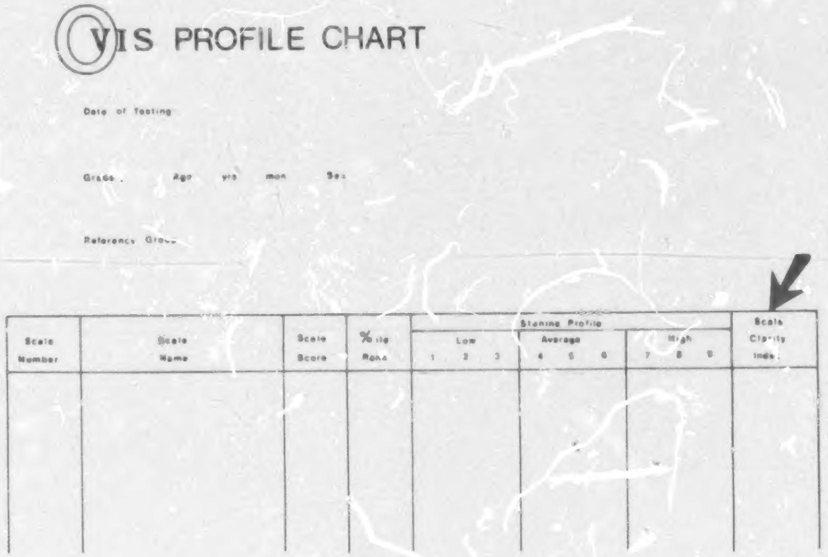
STANINES are also used to show your interest in each scale

9
8 HIGH
7

6
5 AVERAGE
4

3
2 LOW
1

BEST COPY AVAILABLE



OVIS PROFILE CHART

Date of Testing

Grade   Age   yrs   mon   Sex

Reference Group

Scale Number	Scale Name	Scale Score	%ile Rank	Stanine Profile									Scale Clarity Index
				Low			Average			High			
				1	2	3	4	5	6	7	8	9	

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The SCALE CLARITY INDEX reported in the profile chart shows how CONSISTENT you were in responding to the ACTUAL JOB ACTIVITIES in each scale.

H Means that you were HIGHLY CONSISTENT in the way in which you marked your answers to the statements that make up the scale.

F Means that you were FAIRLY CONSISTENT in the ways in which you marked your answers.

I Means that you were INCONSISTENT in the way in which you marked your answers.

EXERCISE 2. Temperaments

1. Review Exercise 1 with reference to the role of interests in occupational choice and worker success-satisfaction. Introduce temperament as another personal trait which is also important in considering occupations.

2. Define temperament and introduce the 10 temperament factors. (See the section "Notes on Temperament" which follows.) Use the Projectual Set: Temperaments and discuss each factor separately. Use examples and put the emphasis on a person's reactions and adjustments to work activities.

3. Help the students to complete the Temperaments Check List in their books. Make sure that the lower part of the form is completed to identify the temperament factors which the student finds most easy and most difficult to adjust to.

Notes on Temperaments

Definition: Temperament is defined as a personality characteristic which remains fairly constant and which is a person's usual way of responding or adjusting to an activity or situation.

Role of Temperaments in Occupational Choice

Because temperaments remain fairly constant and because such personality characteristics represent a person's response or adjustment to activities or situations, they have been chosen for use in The Dictionary of Occupational Titles (U.S. Department of Labor) and The Canadian Classification and Dictionary of Occupations as one set of occupational qualifications factors along with interest, aptitudes and others. Twelve temperament factors have been identified and used in these dictionaries, and they are used in this course.

Temperaments appear to be more critical in determining preferences for activities when they are viewed from a negative or an aversion position. That is, rather than indicating preferences for situations requiring certain responses or adjustments, temperament factors which would cause a person the most difficult adjustment problem should be identified. For example, having learned the meaning of influencing people (#7), it is probably more important that a student identify this as a situation which he would reject or have difficulty adjusting to than simply indicating a preference for something else.

Temperament Factors and Definitions

The temperament factors are defined in terms of work situations which are indicative of the type of response or adjustment required, or which require certain temperamental qualities in a worker. The example work activities following each temperament factor are not temperaments; the way the person typically reacts or adjusts to these activities is the temperamental quality.

CODE

1 *Situations involving a variety of duties often characterized by frequent change.*

Examples: General office work - types letters, distributes mail; gives information to customers; keeps small accounts; operates calculators; maintains files; orders supplies.

General farm work - operates machinery such as trucks, tractors and combines; repairs machinery; repairs barns, livestock pens and fences.

2 *Situations involving repetitive or short cycle operations carried out according to set procedures or sequences.*

Examples: Sorts letters and small parcels by destination by removing them from a conveyor belt and putting into labelled bags; installs new tires on automobile rims; operates elevators; uses a power saw to cut limbs off trees; binds books on a machine by placing in machine, holding for 5 seconds and removing.

3 *Situations involving doing things only under specific instructions allowing little or no room for independent action or judgment in working out job problems.*

Examples: Takes order for breakfast from customers and places prepared plates on counter; types envelopes from a list of addresses; puts gas into cars as requested by the customer.

4 *Situations involving responsibility for the direction, control and planning of an entire activity or the activities of others.*

Examples: Plans and supervises the construction of a house; operates a sole proprietorship business; is in complete charge of the planning and maintenance of a community parks department.

5 *Situations involving the necessity of dealing with people in actual job duties beyond giving and receiving instructions.*

Examples: Manages workers in a restaurant by assigning duties, checking work, keeping time and pay records; helps to train new workers; arranges interviews with people to be interviewed for a job opening; interviews people for information to be used in a news story.

6 *Situations involving working alone and apart in physical isolation from others, although the activity may be integrated with that of others.*

Examples: Works as a forest ranger in a remote location to report fires; carries mail and delivers it to houses; operates a highway truck as a crew of one; works in a darkroom to process film.

7 *Situations involving influencing people in their opinions, attitudes or judgments about ideas or things.*

Examples: Prepares advertisements for use in a newspaper to promote a sale of the products or services of a company; makes speeches at various gatherings to promote the sale or acceptance of an article; sells new cars or other products directly to customers.

8 *Situations involving performing adequately under stress when confronted with the critical or unexpected or taking risks.*

Examples: Is in charge of complaints and returns and exchange for a department store; fights fires as a firemen when there is risk of being injured and where quickness of action is required over relatively long periods; performs surgery on the human body where extra care and attention is required and the consequences of error are great; performs as a professional athlete in front of large crowds and extensive press coverage.

9 *Situations involving the evaluation (arriving at generalizations, judgments or decisions) of information, using sensory or judgmental criteria.*

Examples: Produces baked goods and tests them by using taste, touch and smell; chooses decorator paint colors and other materials in house decorating; sets up produce displays by sorting and discarding produce; styles a customer's hair.

0 *Situations involving the evaluation (arriving at generalizations, judgments, or decisions) of information, using measurable or verifiable criteria.*

Examples: Tests television tubes and other parts to find problems; selects sheets of plywood for proper match when building; fits clothes for customers in clothing store; diagnoses problems in an automobile engine and makes appropriate repairs.

X *Situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint.*

Examples: Writes news accounts of sporting events; produces photographic portraits of people; prepares food with personal recipes to meet the needs of special occasions; advises people on proper gifts for occasions.

Y *Situations involving the precise attainment of set limits, tolerances or standards.*

Examples: Sketches layouts and paints letters on art work for television advertising; prepares medicines following doctor's prescription; paints, varnishes and polishes fine furniture; tunes pianos.

PROJECTUAL SET: TEMPERAMENTS

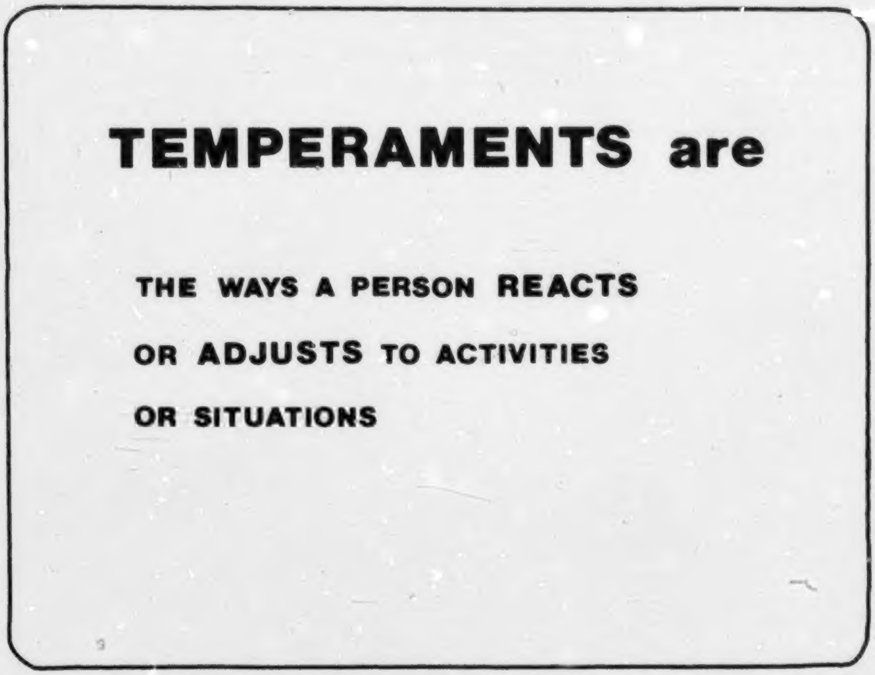
OBJECTIVE: Identify temperament factors and prepare a personal profile of temperaments.

STRATEGY: Use the first projectual (Temperaments are...etc.) while introducing, defining and discussing the role of temperaments in occupational choice. Use the second projectual (Temperament Factors) while discussing each factor before students complete the temperaments check list.

INTRODUCTION: *When we were discussing interests, you used a check list and the OVIS to help you make choices of which job activities you like and dislike.*

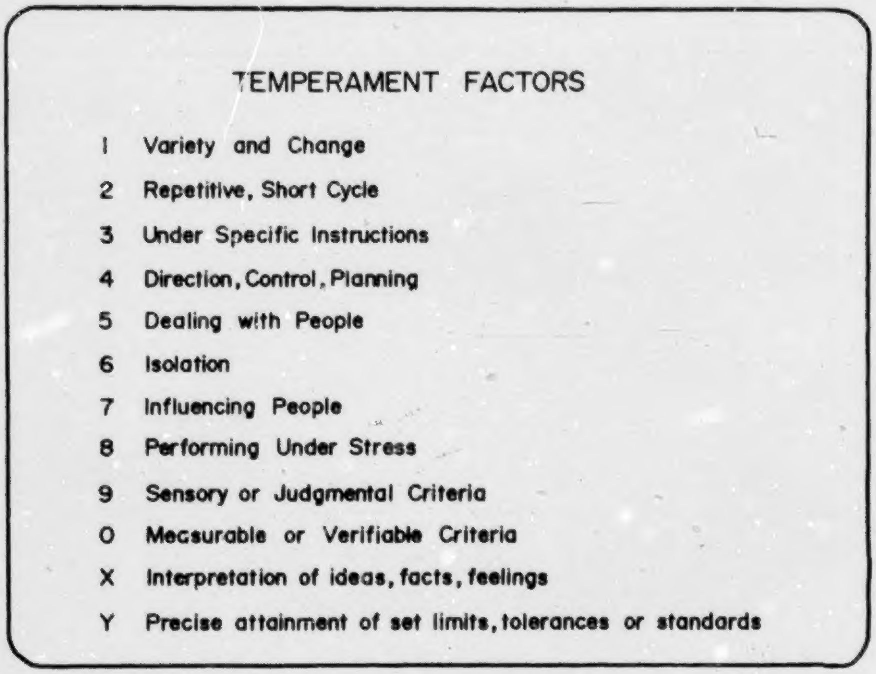
Another personal characteristic to examine in relation to occupations is temperament.

Temperaments are ..."



TEMPERAMENTS are

THE WAYS A PERSON REACTS
OR ADJUSTS TO ACTIVITIES
OR SITUATIONS



TEMPERAMENT FACTORS

1	Variety and Change
2	Repetitive, Short Cycle
3	Under Specific Instructions
4	Direction, Control, Planning
5	Dealing with People
6	Isolation
7	Influencing People
8	Performing Under Stress
9	Sensory or Judgmental Criteria
0	Measurable or Verifiable Criteria
X	Interpretation of ideas, facts, feelings
Y	Precise attainment of set limits, tolerances or standards

TEMPERAMENTS CHECK LIST

Twelve types of work situations are listed below. The way you would react or adjust to these situations will help you understand your temperaments. For each of the situations tell whether it would be EASY or DIFFICULT for you to accept or adjust to a job like that, or whether you are NOT CERTAIN. Circle the correct response.

	EASY	NOT CERTAIN	DIFFICULT
1. Situations involving a variety of duties which often change.	EASY	NOT CERTAIN	DIFFICULT
2. Situations involving short tasks repeated many times according to set procedures.	EASY	NOT CERTAIN	DIFFICULT
3. Situations involving doing things only according to specific instructions.	EASY	NOT CERTAIN	DIFFICULT
4. Situations in which you plan, control and direct an entire activity or the activity of others.	EASY	NOT CERTAIN	DIFFICULT
5. Situations involving working with people in job duties beyond giving and receiving instructions.	EASY	NOT CERTAIN	DIFFICULT
6. Situations involving working alone or apart from others.	EASY	NOT CERTAIN	DIFFICULT
7. Situations involving changing the opinions, attitudes or ideas of people about ideas or things.	EASY	NOT CERTAIN	DIFFICULT
8. Situations involving working under stress, such as having your work criticized, dealing with unexpected events or having to take risks.	EASY	NOT CERTAIN	DIFFICULT

9.	Situations involving making decisions, tests and drawing conclusions using consensus or personal judgement.	EASY	NOT CERTAIN	DIFFICULT
0.	Situations involving making decisions, tests and drawing conclusions based on measurable standards.	EASY	NOT CERTAIN	DIFFICULT
X	Situations involving forming personal opinions on feelings, ideas or facts.	EASY	NOT CERTAIN	DIFFICULT
Y	Situations involving work which requires exact achievement of measurement or quality according to set standards.	EASY	NOT CERTAIN	DIFFICULT

IN THE SPACES BELOW, write the code number or letter of the situations in order, from the ones you would find most easy to adjust to or accept to the most difficult. Start by writing the three easiest at the left and the three most difficult at the right. Then fill in your other choices in the middle as well as you can.

Easiest Most Difficult

____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____

EXERCISE 3. Physical Activities

1. Review the progress made so far in self-assessment as steps leading toward the development of a complete profile of preferences and qualifications. (i.e., interests and temperaments completed; physical activities, environmental conditions, aptitudes, education, training and experience to follow.)

2. Discuss physical activities in the context of choosing an occupation. (See the section "Notes on Physical Activities" which follows.) Use the Projectual Set: Physical Activities to give an overview of the factors.

3. Discuss each physical activities factor separately, using examples of jobs and occupations which have different physical requirements.

4. Have the students complete the Physical Activities Check List in their books and assist them as necessary.

Notes on Physical Activities

Definition: Physical activities are the demands of a job on body movement, and on the senses of seeing, hearing, and touching, and on speaking.

Role of Physical Activities in Occupational Choice

While the physical activities are stated in terms of demands of a worker on a job, they can also be interpreted as worker trait requirements for a job. For example, an occupation which involves physical activities of handling objects up to 100 pounds would require a worker trait of the capacity to handle such objects. Two elements appear to enter into occupational choice related to this factor. First, a person might express a preference for occupations which require certain physical activities; second, a person's physical capacity might limit choices to jobs with certain physical demands. For example, a person might have a preference for physical activities such as climbing, or using the hands extensively in work. This preference would have to be associated with a physical capacity to climb or use the hands.

The focus of attention, therefore, can be from both points of view. When exploring the needs of an occupation, the physical demands are one appropriate set of descriptors. When identifying alternative occupational choices, a person should examine his preferences and capacities for physical activities.

Physical capacities, perhaps, are appropriately handled as constraints on occupational choices. They should therefore be identified to determine what limits certain physical capacities (i.e., color blindness) would put on choices.

The Physical Activities

The physical activities factors used in the Qualification Profiles of the CCDC are used in this course. These are:

1. *Strength* (Sedentary, Light, Medium, Heavy, Very Heavy Work): This factor appears as an initial (S, L, M, H, or VH) in an occupational description.

   Sedentary Work (S): Lifting 10 lbs. maximum and occasionally lifting and/or carrying such articles as dockets, ledgers, and small tools. Although a sedentary occupation is defined as one which involves sitting, a certain amount of walking and standing is often necessary in carrying out some duties. Occupations are sedentary if walking and standing are required only occasionally and other sedentary criteria are met.

   Light Work (L): Lifting 20 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 10 lbs. Even though the weight lifted may be only a negligible amount, an occupation is in this category (a) when it requires walking or standing to a significant degree, or (b) when it involves sitting most of the time with a degree of pushing and pulling of arm and/or leg controls.

   Medium Work (M): Lifting 50 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 20 lbs. Consideration of (b) under "light work" may apply here.

   Heavy Work (H): Lifting 100 lbs. with frequent lifting and/or carrying of objects weighing up to 50 lbs.

   Very Heavy Work (VH): Lifting objects in excess of 100 lbs. with frequent lifting and/or carrying of objects weighing 50 lbs. or more.

Lifting: Raising or lowering an object from one level to another (includes upward pulling).

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, kicking, and treadle actions).

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

2. *Climbing and/or Balancing:* For climbing, the emphasis is placed upon body agility; for balancing, it is placed upon body equilibrium.

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes, and the like; using the feet and legs and/or hands and arms.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

3. *Stooping, Kneeling, Crouching and/or Crawling:* The activities in this factor involve full use of the lower extremities as well as the back muscles.

Stooping: Bending the body downward and forward by bending the spine at the waist.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crouching: Bending the body downward and forward by bending the legs and spine.

Crawling: Moving about on the hands and knees or hands and feet.

4. *Reaching, Handling, Fingering, and/or Feeling:* These activities involve the use of one or both the upper extremities.

Reaching: Extending the hands and arms in any direction.

Handling: Seizing, holding, grasping, turning, or otherwise working with the hand or hands (fingering not involved).

Fingering: Picking, pinching, or otherwise working with the fingers primarily (rather than with the whole hand or arm as in handling).

Feeling: Perceiving such attributes of objects and materials as size, shape, temperature, or texture, by means of receptors in the skin, particularly those of the finger tips.

5. *Talking:* Expressing or exchanging ideas by means of the spoken word. Talking is important for those activities in which the individual must impart oral information to clients or to the public, and in those activities in which he must convey detailed or important instructions to other employees accurately, loudly, or quickly.

6. *Hearing:* Perceiving the nature of sounds by the ear. Hearing is important for those activities which require the ability to receive detailed information through oral communication, or to make fine discriminations in sound.

7. *Seeing:* Obtaining impressions through the eyes of the shape, size, distance, motion, colour, or other characteristics of objects. The component factors are:

   Acuity, Far: Clarity of vision at 20 feet or more.

   Acuity, Near: Clarity of vision at 20 inches or less.

   Depth Perception: Three-dimensional vision. The ability to judge distance and space relationships so as to see objects where and as they actually are.

   Accommodation: Adjustment of the lens of the eye to bring an object into focus. This component factor is especially important when doing near-point work at varying distances from the eye.

   Colour Vision: The ability to identify and distinguish colours.

   Field of Vision: The area that can be seen up and down, or to the right or left, while the eyes are fixed on a given point.

PROJECTUAL SET: PHYSICAL ACTIVITIES

OBJECTIVE:	Identify physical activities factors and prepare a personal profile of preferred physical activities.
STRATEGY:	Use the first projectual to introduce and define physical activities. Use the second projectual to give an overview of the different factors as a basis for discussion of them in different occupations.
INTRODUCTION:	*Another personal characteristic that you must think about in selecting an occupation is the kind of physical work you want to do or are able to do. Physical activities are ...*

PHYSICAL ACTIVITIES
are

THE BODY MOVEMENTS AND THE

SIGHT, HEARING, TOUCHING, AND

TALKING USED IN WORK ACTIVITIES

PA PHYSICAL ACTIVITIES

1 Strength (lifting, carrying, pushing, pulling) shown in terms of:
  - S Sedentary work (10 lbs. max.)
  - L Light work (20 lbs. max.)
  - M Medium work (50 lbs. max.)
  - H Heavy work (100 lbs. max.)
  - VH Very Heavy work (over 100 lbs.)

2 Climbing and/or Balancing

3 Stooping, Kneeling, Crouching, and/or Crawling

4 Reaching, Handling, Fingering and/or Feeling

5 Talking

6 Hearing

7 Seeing in terms of acuity far and near, depth perception, accommodation, color vision, and field of vision

PHYSICAL ACTIVITIES CHECK LIST

Check the physical activities which you are able to do and those you would prefer to do as part of work activity.

		I AM ABLE TO DO THIS ACTIVITY	I WOULD PREFER THIS TYPE OF ACTIVITY
1.	Strength (lifting, carrying, pushing, pulling) shown in terms of:		
	S Sedentary work (up to 10 lbs.)	___	___
	L Light work (up to 20 lbs.)	___	___
	M Medium work (up to 50 lbs.)	___	___
	H Heavy work (up to 100 lbs.)	___	___
	VH Very Heavy work (over 100 lbs.)	___	___
2.	Climbing and/or Balancing	___	___
3.	Stooping, Kneeling, Crouching, and/or Crawling	___	___
4.	Reaching, Handling, Fingering and/or Feeling	___	___
5.	Talking	___	___
6.	Hearing	___	___
7.	Seeing in terms of acuity far and near, depth perception, accommodation, color vision, and field of vision	___	___

CHECK ANY PHYSICAL ACTIVITIES LISTED BELOW WHICH YOU ARE NOT PHYSICALLY ABLE TO DO.

1. Strength (lifting, carrying, pushing, pulling) shown in terms of:

S Sedentary work (up to 10 lbs.) ___
L Light work (up to 20 lbs,) ___
M Medium work (up to 50 lbs.) ___
H Heavy work (up to 100 lbs.) ___
VH Very Heavy work (over 100 lbs.) ___

2. Climbing and/or Balancing ___
3. Stooping, Kneeling, Crouching and/or Crawling ___
4. Reaching, Handling, Fingering and/or Feeling ___
5. Talking ___
6. Hearing ___
7. Seeing in terms of acuity far and near, depth perception, accommodation, color vision, and field of vision.

EXERCISE 4. Environmental Conditions

1. Review progress in the last three exercises in self-assessment leading toward the development of a complete profile of personal preferences and qualifications.

2. Discuss environmental conditions in the context of choosing an occupation. (See the section "Notes on Environmental Conditions" which follows.) Use the Projectual Set: Environmental Conditions to give an overview of the factors.

3. Discuss each environmental factor separately, using examples of work environments associated with various occupations.

4. Have the students fill in the Environmental Conditions Check List in their books.

Notes on Environmental Conditions

Definition: Environmental conditions are the physical surroundings encountered by a worker in a specific occupation.

Role of Environmental Conditions in Occupational Choice

The factors describing environmental conditions used in this course are those employed in the CCDO Qualifications Profile. As with physical activities, these factors are used both as descriptors of the nature of the work and/or worker trait requirements. They are useful, then, as factors to examine in exploring occupations and as personal preferences or capacities in identifying alternative occupational choices.

The Environmental Conditions

1. *Work Location* (inside, outside, or both): This factor appears as an initial (I, O, or B) on an occupational description.

Inside (I): Protection from weather conditions, but not necessarily from temperature changes. An occupation is considered "inside" if the workers spend approximately 75 per cent or more of their time inside.

Outside (O): No effective protection from weather. An occupation is considered "outside" if the workers spend approximately 75 per cent or more of their time outside.

Both (B): Inside and outside. An occupation is considered "both" if the workers' activities occur inside and outside in approximately equal amounts.

2. *Extremes of Cold Plus Temperature Changes:*

    a. *Extremes of Cold:* Temperature sufficiently low to cause marked bodily discomfort unless the worker is provided with exceptional protection.

    b. *Temperature Changes:* Variations in temperature which are sufficiently marked and abrupt to cause noticeable bodily reactions.

3. *Extremes of Heat Plus Temperature Changes:*

    a. *Extremes of Heat:* Temperature sufficiently high to cause marked bodily discomfort unless the worker is provided with exceptional protection.

    b. *Temperature Changes:* Same as 2.b.

4. *Wet and/or Humid:* Contact with water or other liquids, and/or atmospheric conditions with moisture content sufficiently high to cause marked bodily discomfort.

5. *Noise and/or Vibration:* Sufficient noise, either constant or intermittent, to cause marked distraction or possible injury to the sense of hearing and/or sufficient vibration (production of an oscillating movement or strain on the body or its extremities from repeated motion or shock) to cause bodily harm if endured day after day.

6. *Hazards:* Situations in which the individual is exposed to the definite risk of bodily injury.

7. *Atmospheric Conditions:* Fumes, odours, toxic conditions, dust, and poor ventilation.

Fumes: Smoky or vaporous exhalations, usually odorous, thrown off as the result of combustion or chemical reaction.

Odours: Noxious smells, either toxic or non-toxic.

Toxic Conditions: Exposure to toxic dust, fumes, gases, vapours, mists, or liquids which cause general or localized disabling conditions as a result of inhalation or action on the skin.

Dust: Air filled with small particles of any kind, such as textile dust, flour, wood, leather or feathers, and inorganic dust including silica and asbestos, which make the work place unpleasant or are the source of occupational diseases.

PROJECTUAL SET: ENVIRONMENTAL CONDITIONS

OBJECTIVE:	Identify environmental conditions factors and prepare a personal profile of preferred environmental conditions.
STRATEGY:	Use the first projectual to introduce and define environmental conditions. Use the second projectual to give an overview of the different factors as a basis for discussion of them in different occupations.
INTRODUCTION:	*Another personal characteristic that you should consider in choosing an occupation is the kind of physical surroundings you prefer to work in. Environmental conditions are ...*

ENVIRONMENTAL CONDITIONS are

DESCRIPTIONS OF THE TEMPERATURE, HUMIDITY, NOISE, HAZARDS AND THE AIR IN THE WORK LOCATION

EC ENVIRONMENTAL CONDITIONS

1 Work Location : I-Inside , O-Outside , B-Both

2 Extremes of cold plus temperature changes

3 Extremes of heat plus temperature changes

4 Wet and/or Humid

5 Noise and/or Vibration

6 Hazards in terms of : mechanical
electrical
burns
explosives
radiant energy

7 Atmospheric Conditions in terms of : fumes
odours
dusts
mists
gases
poor ventilation

ENVIRONMENTAL CONDITIONS CHECK LIST

Check the environmental activities listed below which you would be able to work in and those which you would prefer in a work situation.

		I AM ABLE TO WORK IN THIS ENVIRONMENT	I WOULD PREFER TO WORK IN THIS ENVIRONMENT
1. Work Location	I - Inside	___	___
	O - Outside	___	___
	B - Both	___	___
2. Extremes of cold plus temperature changes		___	___
3. Extremes of heat plus temperature changes		___	___
4. Wet and/or Humid		___	___
5. Noise and/or Vibration		___	___
6. Hazards in terms of:	mechanical	___	___
	electrical	___	___
	burns	___	___
	explosives	___	___
	radiant energy	___	___
7. Atmospheric Conditions in terms of:	fumes	___	___
	odours	___	___
	dusts	___	___
	mists	___	___
	gases	___	___
	poor ventilation	___	___

Check the environmental conditions below which, because of physical ability or health would be either difficult or impossible for you.

1. Work Location: I - Inside ___
   O - Outside ___
   B - Both ___
2. Extremes of cold plus temperature changes ___
3. Extremes of heat plus temperature changes ___
4. Wet and/or Humid ___
5. Noise and/or Vibration ___
6. Hazards in terms of: burns ___
   mechanical ___
   electrical ___
   explosives ___
   radiant energy ___
7. Atmospheric Conditions in terms of: fumes ___
   odours ___
   dusts ___
   mists ___
   gases ___
   poor ventilation ___

EXERCISE 5. Aptitudes

1. Review progress in self-assessment and introduce aptitudes. Use the Projectual Set: Aptitudes to guide the activities of this complete exercise. (See the section "Notes on Aptitudes" which follows.)

2. Discuss the role of aptitudes in occupational choice with reference to qualification factors and as worker traits.

3. Discuss the eleven aptitude factors using the projectuals to focus attention on each. Make reference to the GATB test activities and use examples illustrative of each factor.

4. Guide the students in the recording of the GATB scores on the Aptitudes Check List. Record them as raw scores and use the scale to convert to aptitude levels (Note - no scores will be available for E and C.)

5. Discuss the 1-5 scale, using the profile for a specific occupation, to develop the idea that these are averages for satisfactory performance and are not strict requirements or entry levels. (i.e., 2 on N means that a typical person in the occupation who performs satisfactorily has numerical ability in the top third but not the top 10% of the population, etc.)

Notes on Aptitudes

Definition: Aptitude is defined as the capacity or potential to learn skills needed to perform tasks or job duties.

Role of Aptitudes in Occupational Choice

It has been demonstrated that certain aptitudes are important to job success in occupations. Occupational analysis techniques applied over the years have resulted in aptitude profiles for many occupations in the Canadian economy, and profiles have been extrapolated for most others. These profiles represent the aptitudes required for satisfactory work performance and therefore are useful for describing the nature of the work and worker traits. The eleven aptitude factors as described in and measured by the General Aptitude Test Battery are used in this exercise.

Aptitude Factors

G. *Intelligence*

General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments.

V. *Verbal*

Ability to understand meanings of words and ideas associated with them, and to use them effectively. To comprehend language, to understand relationships between words and to understand meanings of whole sentences and paragraphs. To present information or ideas clearly.

N. *Numerical*

Ability to carry out arithmetic processes quickly and accurately.

S. *Spatial*

Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space. May be used in such tasks as blueprint reading and in solving geometry problems. Frequently described as the ability to "visualize" objects of two or three dimensions, or to think visually of geometric forms.

P. *Form Perception*

Ability to perceive pertinent detail in objects, or in pictorial or graphic material. To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Q. *Clerical Perception*

Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

K. *Motor Coordination*

Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

F. *Finger Dexterity*

Ability to move the fingers and manipulate small objects with the fingers, rapidly or accurately.

M. *Manual Dexterity*

Ability to move the hands easily and skilfully. To work with the hands in placing and turning motions.

E. *Eye-Hand-Foot Coordination*

Ability to move the hand and foot coordinately with each other in accordance with visual stimuli. (Not measured by GATB.)

C. *Colour Discrimination*

Ability to perceive or recognize similarities or differences in colours, or in shades or other values of the same colour. To identify a particular colour, or to recognize harmonious or contrasting colour combinations, or to match colours accurately. (Not measured by GATB).

Aptitude Rating System

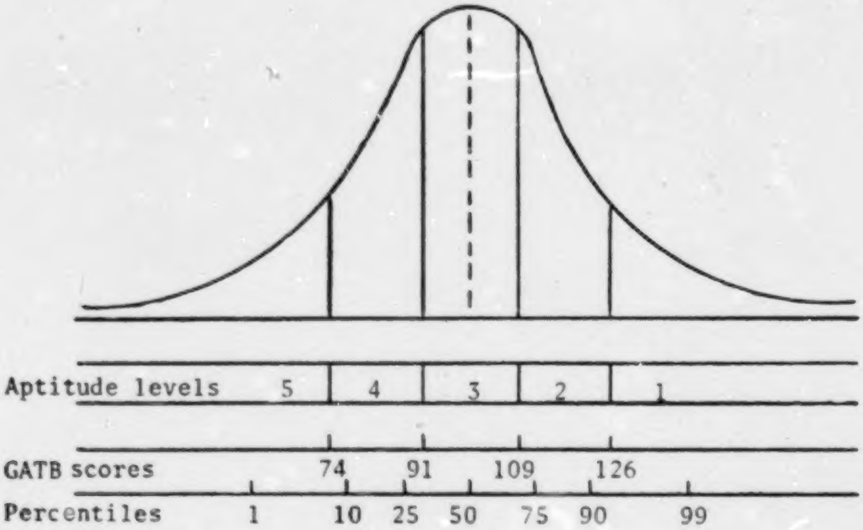
The following scale is used:

Level

1. The highest 10% of the working population.
2. The upper third, exclusive of the highest 10%
3. The middle third of the working population
4. The lowest third, exclusive of the lowest 10%
5. The lowest 10% of the working population

Five levels are provided for each aptitude with the exception of Intelligence (G), which [illegible] only four levels. Although many jobs require no more Intelligence than that possessed by the lowest 10% of the working population, it is felt that reliable ratings cannot be made for that level of the Intelligence factor without actually testing individuals in the occupation.

The reader should exercise caution in making statistical inferences from this data. The CCDO ratings *should not* be used as cut-off points for rejection, or acceptance of individuals. However, these estimates provide generalizations of the levels of ability required in an occupation.


Aptitude levels
5
4
3
2
1
GATB scores
74
91
109
126
Percentiles
1
10
25
50
75
90
99

PROJECTUAL SET: APTITUDES

OBJECTIVE: Identify aptitude factors and prepare a profile of personal measures of these factors.

STRATEGY: Define aptitudes and discuss the eleven aptitude factors. Make reference to the GATB test results and use examples to illustrate each factor.

INTRODUCTION: *You have thought about your interests and temperaments, and you have examined the physical activities needed for different kinds of jobs under different environments. All this information can help you to develop an interest in a certain occupation, but being interested isn't enough ...*

BUT being INTERESTED isn't enough!!

We also need ***APTITUDES***.

APTITUDES are:

(1) ABILITIES that we have TO LEARN or TO DO THINGS

(2) of two kinds: Mental Aptitudes
Physical Aptitudes

A short time ago

you took the

GENERAL APTITUDE TEST BATTERY

This series of tests helps determine

your APTITUDES or ABILITIES

It measures both MENTAL and PHYSICAL aptitudes.

MENTAL	**Verbal Ability**
	Numerical Ability
	Form Perception
	Clerical Perception
	Spatial Perception
PHYSICAL	**Manual Dexterity**
	Motor Co-ordination
	Finger Dexterity
	Eye-Hand-Foot Co-ordination
	Color Discrimination

G GENERAL ABILITY

Your *G* score comes from an average of the following three aptitudes

---

V VERBAL ABILITY

Ability to COMMUNICATE WITH LANGUAGE

N NUMERICAL ABILITY

Ability to perform ARITHMETIC OPERATIONS quickly and accurately

S SPATIAL PERCEPTION

Ability to see RELATIONSHIPS IN SPACE like shapes of objects

P FORM PERCEPTION

Ability to SEE DETAILS in objects, pictures, drawings, and graphs

Q CLERICAL PERCEPTION

Ability to PERCEIVE DETAIL in printed material

K MOTOR CO-ORDINATION

Ability to MAKE A MOVEMENT quickly and accurately

F FINGER DEXTERITY

Ability to MOVE YOUR FINGERS to handle small objects quickly and accurately

M MANUAL DEXTERITY

Ability to MOVE THE HANDS easily

and skillfully

E EYE-HAND-FOOT CO-ORDINATION

Ability to MOVE THE HAND and FOOT

in CO-ORDINATION WITH SIGHT

C COLOR DISCRIMINATION

Ability to SEE SIMILARITIES or DIFFERENCES in COLOR

Let's Review:

G	General Ability
V	Verbal Ability
N	Numerical Ability
S	Spatial Perception
P	Form Perception
Q	Clerical Perception
K	Motor Co-ordination
F	Finger Dexterity
M	Manual Dexterity
E	Eye-Hand-Foot Co-ordination
C	Color Discrimination

APTITUDES CHECK LIST

Use your scores on the General Aptitude Test Battery to complete this form. To change your scores to levels, use this table.

Changing GATB Scores to Aptitude Levels

Score	Level
over 126	1
110 to 126	2
92 to 109	3
75 to 92	4
0 to 74	5

APTITUDE FACTORS:	G	V	N	S	P	Q	K	F	M	E	C
GATB SCORES:	___	___	___	___	___	___	___	___	___	☐	☐
APTITUDE LEVELS	___	___	___	___	___	___	___	___	___	☐	☐

EXERCISE 6. Education and Training

1. Review the progress in self-assessment in previous exercises. Introduce education and training as further worker trait characteristics. Use the Projectual Set: Education and Training to introduce and guide the activities of the exercise.

2. Define General Educational Development (GED) and Specific Vocational Preparation (SVP) and discuss their place in occupational choice. Give particular emphasis to a person's control over these factors. (See the section "Notes on Education and Training" which follows.)

3. Discuss the various levels of GED and SVP and the means of attaining them.

4. Have students determine their own levels of GED and SVP through use of the tables. Provide assistance as required to evaluate particular situations.

5. No check list is used for these factors, but space is provided in the student's book to record their levels in terms of years of school, special training, certificates and diplomas held, etc.

Notes on Education and Training

Definitions:

1. General Educational Development (GED) includes all educational experiences which contribute to a worker's skills in reasoning, mathematics and language without reference to any specific occupational objective. A person's level of General Educational Development is ordinarily obtained in elementary school, high school and college but can also be gained by experience and self study.

2. Specific Vocational Preparation (SVP) includes the knowledge, techniques and skills required for effective work performance in a specific occupation. SVP is measured in the amount of time normally required to develop these. The knowledge, techniques and skills can be acquired in school, on the job, in vocational training institutions or through self-chosen experiences such as hobbies. Specifically, it usually takes the following forms:

a. University or College Training:

Training given by a degree-granting institution and for which a degree, diploma, or certificate is issued. The average four-year university or college curriculum (except for liberal arts which is not vocationally oriented) is considered as equivalent to about two years of specific vocational preparation. Each year of university graduate schooling is regarded as one year of specific vocational preparation.

b. Vocational Training:

Training given by a vocational school or a non-degree granting college intended to develop general or specific skills, such as commercial, shop, or art training. In evaluating vocational training of this nature, about half of such schooling is regarded as specific vocational preparation.

c. Apprenticeship:

Training given for an apprenticeable occupation.

d. In-Plant Training:

Training given or sponsored by an employer either on or off his own premises, intended as preparation for a specific job in his plant.

e. On-the-Job Training:

Any training acquired while serving as a learner or trainee on the job under instruction of a qualified worker, and intended as preparation for a specific job.

f. Experience in Other Jobs:

Experience acquired while serving in less responsible jobs, or serving in other jobs, which prepares a worker for another specific job.

Role of Education and Training in Occupational Choice

Characteristically, qualifications for occupations include a minimum level of General Education which may range from functional literacy in language to several years of post-high school education. Similarly, the specific knowledge and skill requirements of a job vary greatly. These requirements are usually the main expressions used in describing occupational qualifications; so much so that most people associate their worker traits with these factors (i.e., I am a clerk typist because I have met the requirements of education and training required of a clerk typist). In addition, certificates, diplomas, degrees, licenses, etc., are the most common means of describing the levels attained.

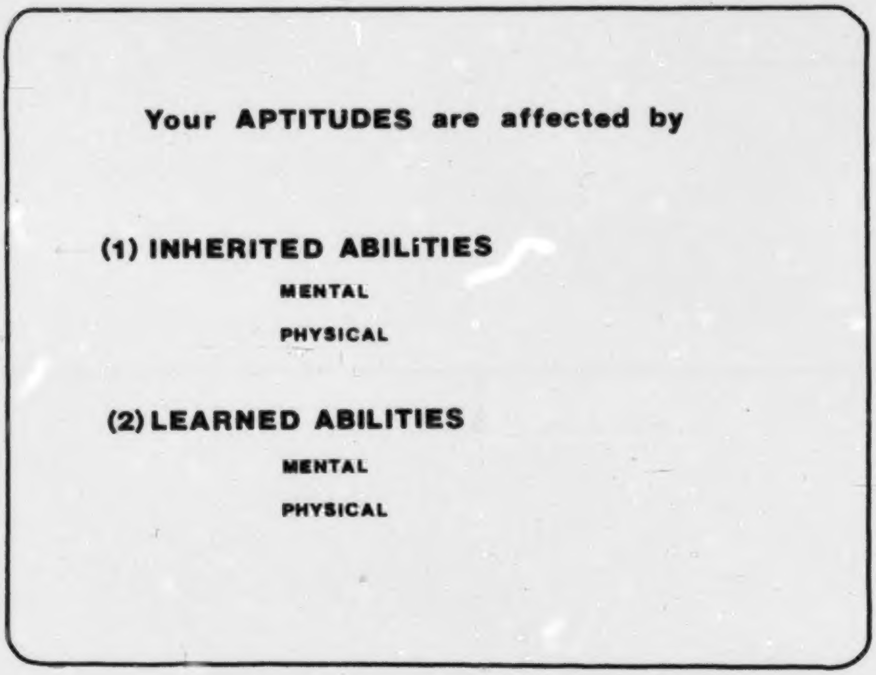
Of the worker traits discussed during the self-assessment exercises, GED and SVP are the most subject to change and are the factors which an individual can influence most. While one, therefore, can increase his general education and vocational preparation, a change must be considered in terms of the ability to do so and the appropriate type and amount. Along with the ability (aptitude) and desire, of course, must go the capability, in terms of money, time and other resources at the person's disposal in choosing the kind and amount of education and training.

As implied here, the ability to change these factors brings a unique element to occupational choice, one which causes a dilemma for many young people. That is, an occupational choice is often made before a person decides what kind and how much education and training is required. Having made a choice of occupations, a person must set an intermediate goal to achieve the necessary qualifications. On the other hand. a person can assess his present level of education and training and then determine what opportunities this affords.

Both of these situations should be explored in occupational choice decisions.

PROJECTUAL SET: EDUCATION AND TRAINING

OBJECTIVE:	Identify levels of general education and specific vocational preparation and prepare a personal profile of them.
STRATEGY:	Define GED and SVP and discuss their place in occupational choice, with particular emphasis on a person's control over these factors. Use the projectuals to introduce the GED and SVP scales.
INTRODUCTION:	*Different occupations require different amounts of education and training. In choosing an occupation you must consider your present levels of education and training and what further education and training you may need to enter the occupation.*



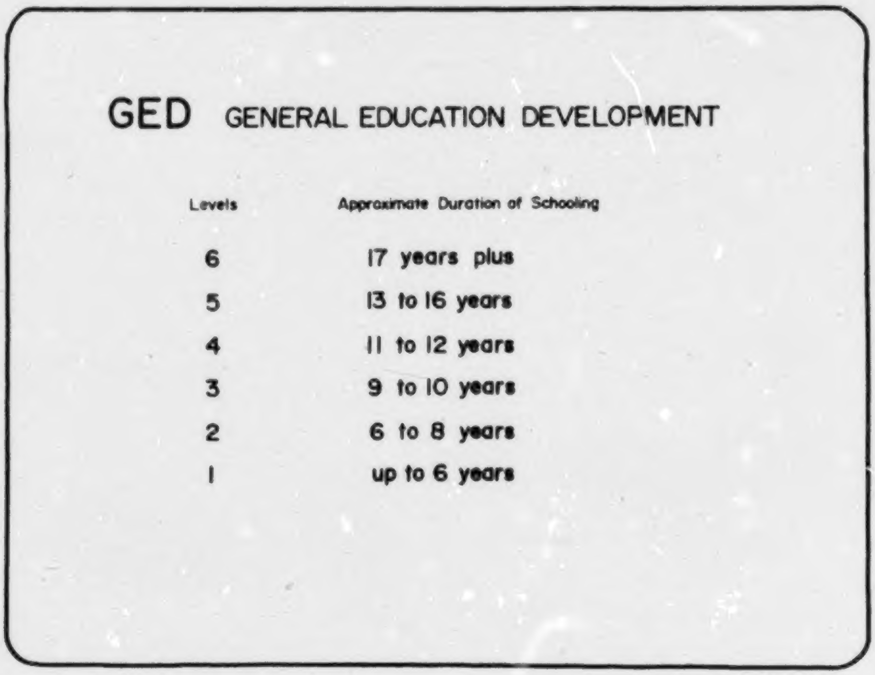
Your APTITUDES are affected by

(1) INHERITED ABILITIES

- MENTAL
- PHYSICAL

(2) LEARNED ABILITIES

- MENTAL
- PHYSICAL



GED GENERAL EDUCATION DEVELOPMENT

Levels	Approximate Duration of Schooling
6	17 years plus
5	13 to 16 years
4	11 to 12 years
3	9 to 10 years
2	6 to 8 years
1	up to 6 years

SVP SPECIFIC VOCATIONAL PREPARATION

9	Over 10 years
8	Over 4 years up to and including 10 years
7	Over 2 years up to and including 4 years
6	Over 1 year up to and including 2 years
5	Over 6 months up to and including 1 year
4	Over 3 months up to and including 6 months
3	Over 30 days up to and including 3 months
2	Anything beyond Short Demonstration up to and including 30 days
1	Short Demonstration Only

EXERCISE 7. Preparing Criteria

1. Review the decision-making strategy (see Topic IV, Unit 2). Outline the application of the strategy as it will be applied again in this topic. (i.e., This exercise will involve Steps 1 and 2; Step 3 will follow in Unit 2 and Steps 4 and 5 in Units 3 and 4.)

2. Discuss the decision situation for making an occupational choice. A person is in a decision situation in this case when a choice of alternative occupations exists, and he has to choose from the available and possible alternatives.

3. Discuss Step 2 - Setting Criteria. In this case the criteria will be a profile of the personal traits which have been discussed and assessed in Exercises 1-6. The first step is for the students to bring forward these various assessments and compile them on the form Personal Profile. Use the first four projectuals of this form from the Projectual Set: Setting Criteria and work through it step-by-step while the students complete the forms in their book by recording their personal information.

   The students should read the following notes in their own books before they fill in their Personal Profile forms:

Setting Criteria

The following explanation will help you to list your various qualifications for employment and preferences in code form on the Personal Profile.

a. Education. Write the number of years you were in school and beside it write your present GED level from Exercise 6.

b. Training. List the different courses you have taken and on the last line write your present SVP level from Exercise 6.

c. Work Activity Interests. List both the name and the number of your first three choices on the OVIS Scales from your OVIS Student Report Folder.

d. Interest Factors. From the Interests Check List in Exercise 1, write the numbers of the three activities that you would prefer. Write also the numbers of the activities that you would like least.

e. Aptitudes (GATB). Write both the scores and the levels of the first nine aptitude factors from the Aptitudes Check List in Exercise 5. Note that there are no scores for E and C.

f. Work Environment Preference. Write the code letter for No. 1 (I, O, B) and the numbers of the other work environments that you would prefer, from the Environmental Conditions Check List in Exercise 4. For example, you might write O234 if you liked to work outside in any kind of weather, or just I if you want to work inside and you do not like the other work conditions.

g. Physical Activities Preference. Write the code letter for No. 1 (S, L, M, H, VH) and the numbers of the other activities that you would prefer, from the Physical Activities Check List in Exercise 3. For example, you might write M4567 if you can do only medium work and do not like climbing or stooping.

h. Temperaments. Write the code numbers or letters of the three situations that you would find easiest to accept or adjust to, from the Temperaments Check List in Exercise 2. Write also the numbers or letters of the situations which you would find most difficult to accept or adjust to.

The other sections on your Personal Profile do not need to be in code form. Fill them in with your own words.

4. Introduce the Occupational Qualifications Profile with the fifth and sixth projectuals of the Projectual Set: Setting Criteria. Relate the various factors to previous exercises and have students record their own factors in the Student's Book, using the appropriate codes for each factor.

The students should read the following notes in their own books before they fill in their Occupational Qualifications Profile:

Occupational Qualifications Profile

Now that you have completed your Personal Profile, you can select some of the information from it to prepare an Occupational Qualifications Profile. This new profile will show your various qualifications and preferences in code form, exactly like the Qualifications Profiles in the reference books that you may use to read about different occupations.

Use the coded reference numbers, letters and scales from your Personal Profile to fill in this Occupational Qualifications Profile:

Aptitudes (Levels only)

G	V	N	S	P	Q	K	F	M	E	C
									X	X

PA (Physical Activities: Code letter and numbers only)

____

EC (Environment of Conditions: Code letter and numbers only)

____

GED (Level only) SVP (Level only)

__________ __________

Ints. (Interests: numbers of 3 preferred activities)

____

Temps. (Temperaments: numbers and/or letters of the three easiest situations to accept or adjust to.)

____

The Occupational Qualifications Profile is generally written across the page in one line. Fill in your own profile like this:

APT: G V N S P Q K F M E C PA EC GED SVP INTS. TEMPS.

_ _ _ _ _ _ _ _ _ _ _ __ __ ___ ___ _____ ______

About 7,000 different occupations in Canada have been defined and classified in the Canadian Classification and Dictionary of Occupations. In it the qualifications for occupations are described in profiles of interests, aptitudes, education and other factors in the same way as you have just done. If you have a copy in your classroom, you should look at it.

5. Finally, with the last projectual of the Projectual Set: Setting Criteria, show this Occupational Qualification Profile to be a set of criteria to identify possible occupational choices. Help the students to complete the section in their books on Criteria for Occupational Choice.

The students should read the following notes in their own books before they fill in their criteria:

Criteria for Occupational Choice

The next step is to change your profile of interests and aptitudes into a set of criteria or conditions for choosing the occupations you may want to learn more about.

At the beginning of this part of the course, you read that the objective was to prepare a set of criteria for occupational choice. In this section you will set these criteria.

Up to this point, you have looked at your interests, aptitudes, education, training, experience, hobbies, preferences for physical activities and preference for work locations. These have been recorded on your Personal Profile, and some have been coded in your Occupational Qualifications Profile. Let's see what these things mean as conditions or criteria for the choosing of an occupation.

First, look at Aptitudes. On your profile, they are recorded as eleven different abilities with the codes, G V N S P Q K F M E C, and your aptitude is at a 1, 2, 3, 4, or 5 level in each (except E and C).

Let's say that your aptitude on N - numberical ability - is 4. This means that you could meet the requirements for occupations which require 4 or lower, that is 4 or 5, in numerical ability. The criteria, then, or the conditions, would be that the occupations require a 4 or 5 in numerical ability.

Here is an example of a whole set of aptitudes converted into criteria:

John Doe's Aptitudes:

G	V	N	S	P	Q	K	F	M	E	C
3	4	2	3	3	4	2	3	3	3	1

John Doe, therefore, meets the aptitude requirements for occupations which have requirements of:

G	V	N	S	P	Q	K	F	M	E	C
3-5	4-5	2-5	3-5	3-5	4-5	2-5	3-5	3-5	3-5	1-5

John Doe can now say that the aptitude conditions or criteria for an occupation for him are:

G	N	V	S	P	Q	K	F	M	E	C
3-5	4-5	2-5	3-5	3-5	4-5	2-5	3-5	3-5	3-5	1-5

(1) Positive Criteria

a. In the spaces below, use your Occupational Qualifications Profile to list your own set of aptitude criteria in the same way as John Doe. You will have to estimate your levels for E and C. These two factors will be important only when they are shown as significant requirements for certain occupations. All the other criteria in the profile below will be the same as in your Occupational Qualifications Profile.

G	V	N	S	P	Q	K	F	M	E	C
___	___	___	___	___	___	___	___	___	___	___

PA	EC	GED	SVP	INTS.	TEMPS.
_____	_____	_____	_____	_____	_____

Occupations with profiles like these have requirements which you can meet. Note that your GED and SVP levels include lower levels but not higher levels of education and training. The best thing for you will be to find an occupation with a qualifications profile that most closely matches yours. In other words, your own qualifications profile provides the best criteria for choosing an occupation.

b. Your OVIS scales provide positive criteria also. List them here:

OVIS Scales

1st choice ____________________ No. __________

2nd choice ____________________ No. __________

3rd choice ____________________ No. __________

(2) Negative Criteria

In check lists in earlier exercises, you listed certain activities that you would not like, certain situations that you would find it difficult to accept or adjust to, and certain physical activities that you are physically not able to do. These can also be important criteria for you to consider. You obviously do not want to choose an occupation with conditions that you do not like or would find it difficult or impossible to meet.

In the spaces below, list the code numbers and letters of the most negative factors from the check lists you have filled in as follows:

Physical Activities (PA): Write the code letters and numbers for the physical activities that you are not physically able to do, from the Physical Activities Check List in Exercise 3.

Environmental Conditions (EC): Write the code letters and numbers for the environmental conditions that would be difficult or impossible for you to work in, from the Environmental Conditions Check List in Exercise 4.

Temperaments (Temps.): Write the code numbers and letters for the three situations that would be most difficult for you to accept or adjust to, from the Temperaments Check List in Exercise 2.

PA	EC	TEMPS.
__________	__________	__________

Occupations which have these requirements might be difficult or impossible for you to enter. In your search for an occupation, you should therefore consider rejecting them.

(3) Other Criteria

In addition to the conditions listed in Sections 1 and 2, you may have other criteria, such as where you want to live, or whether you would not want to work on a night shift, which you may want to add here.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

PROJECTUAL SET: SETTING CRITERIA

OBJECTIVES:

1. Prepare a comprehensive profile of interests, aptitudes, other qualifications factors and personal preferences and experience.

2. Prepare a set of criteria for occupational choice, based on personal traits and preferences.

STRATEGY:

Use the projectual set to guide the process and focus attention on specific points and activities. Work through the Personal Profile form step-by-step by bringing forward the information from earlier exercises. Have students record specific information in coded form on the Personal Profile, the Occupational Qualifications Profile and Criteria for Occupational Choice forms in their books, following the visual presentation and directions.

INTRODUCTION:

During the last few exercises we have been studying and measuring various personal characteristics. Now, we are going to bring them all together to help you get a clear picture of your qualifications and preferences. The form Personal Profile will help to do this. Here is where we start ..."

GENERAL

AGE ____ MARITAL STATUS ___ DEPENDANTS ____

HEALTH ______________________________

____

EDUCATION - YEARS OF SCHOOL ______________

HIGHEST CERTIFICATE HELD ______________

FURTHER TRAINING

Course	Length	Date Completed

IS YOUR TRAINING FOR A PARTICULAR OCCUPATION?

______ WHICH ONE? ______________

WORK EXPERIENCE (Include Part Time & Casual)

Job	Length

WHICH JOB DID YOU LIKE BEST? ______________

WHICH JOB DID YOU LIKE LEAST? ______________

HOBBIES (Leisure Time Activities)

1. ______________________________
2. ______________________________
3. ______________________________

WORK ACTIVITY INTERESTS

YOUR CHOICE ______________

OVIS SCALES 1st ______________

2nd ______________ 3rd ______________

INTEREST FACTORS

1st ______________________

2nd ______________________

3rd ______________________

Least ______________________

APTITUDES (GATB)

Part	Score	Level
General		
Verbal		
Numerical		
Spatial		
Form		
Clerical		
Motor Co-ord.		
Finger Dext.		
Manual Dext.		
Eye-Hand-Foot		Est.
Colour Discr.		Est.

WORK ENVIRONMENT PREFERENCE

____

PHYSICAL ACTIVITIES PREFERENCE ______________________

WORK LOCATION PREFERENCES

____

____

____

TEMPERAMENTS

1. ______________________
2. ______________________
3. ______________________

Least ______________________

____

OCCUPATIONAL QUALIFICATIONS PROFILE

APTITUDES TRAINING OTHER

GVNSPQKFMEC GED SVP Ints. Temps. PA EC

General Aptitude Test Battery

General Education Development

Specific Vocational Preparation

Interest Factors

Temperament Factors

Physical Activities

Environmental Conditions

OCCUPATIONAL QUALIFICATIONS PROFILE

APTITUDES PA EC GED SVP Ints. Temps.

GVNSPQKFMEC

CRITERIA FOR OCCUPATIONAL CHOICE

QUALIFICATIONS PROFILE

APTITUDES PA EC GED SVP Ints. Temps.

GVNSPQKFMEC

OTHERS

OVIS SCALES

UNIT 2 : EXPLORING OCCUPATIONS

OBJECTIVES

1. Read qualifications profiles for an occupational group, which includes codes for aptitude, physical activities, environmental conditions, general education, vocational preparation, interest and temperament requirements, by interpreting each factor using scales and descriptions.

2. Identify worker functions in relation to data, people and things designations in an occupation and interpret DPT codes, given scales and descriptions.

3. Identify alternative occupational choices through exploration based on personal descriptors, occupational group descriptors and/or specific occupations.

4. Prepare a comprehensive description of a number of occupations selected from the possible alternatives.

LEARNING ACTIVITIES

1. Exercise 1. Focus on a study of occupations by examining profiles used to describe the occupational requirements. Students should read several of these profiles with the aid of references.

   Projectual Set: Occupational Qualifications
   Student's Book: Occupational Qualifications
   Guide to Qualifications Profile Factors

2. Exercise 2. Introduce and discuss the method of describing worker functions by the use of data, people and things. Examine several occupations by the use of DPT descriptions and codes.

   Projectual Set: Data, People and Things
   Student's Book: Data, People and Things

3. Exercise 3. Using various methods and resources, students explore occupations according to interests, temperaments, aptitudes, physical activities, environmental conditions, education and training. Selected occupations are recorded for reference.

    Exploring Occupations Kit (Key Sort Cards)
    OVIS, Guide to Exploring Careers
    Student's Book: Exploring Occupations
    Exploring Occupations (6 forms)

4. Exercise 4. Students study selected occupations which have been identified in the previous exercise and prepare comprehensive descriptions of them.

    Exploring Occupations Kit (Key Sort Cards)
    SRA Occupational Exploration Kit
    G. C. Occupational Information Monographs
    CCDO, Volume 1 and Volume 2
    Other occupational information materials
    Student's Book: Describing Occupations
    Occupational Description (forms)

EXERCISE 1. Occupational Qualifications

1. Review the first three steps of the decision-making strategy. The activities in this unit will be to carry out Step Three-Identify and Explore Alternatives, by identifying and studying occupational choice alternatives.

2. Discuss briefly the last unit with reference to its focus on self-assessment. Introduce the new activity by pointing out that the focus of attention will now be on occupations and other world-of-work aspects.

3. Introduce Occupational Qualifications Profiles by using the Projectual Set: Occupational Qualifications. Using the first projectual and the Guide to Qualifications Profile Factors, interpret the codes given in the projectual.

   On the second projectual, write in an example and have students interpret it. Two additional examples are provided in the student's book. The profiles in these two examples are:

   a. Stewardess, Airline (6145-118)

   APTITUDES

G	V	N	S	P	Q	K	F	M	E	C	PA	EC	GED	SVP	INTS	TEMPS
3	3	4	4	4	3	4	4	3	3	5	L23456	I567	3	3	2	598

   b. Automotive Brake Repairman (8581-166)

   APTITUDES

G	V	N	S	P	Q	K	F	M	E	C	PA	EC	GED	SVP	INTS	TEMPS
3	3	3	3	3	4	3	3	3	5	4	M-H347	I567	4-3	7-6	190	Y01

PROJECTUAL SET: OCCUPATIONAL QUALIFICATIONS

OBJECTIVE: Read a qualifications profile of an occupational group in the form:

G V N S P Q K F M E C PA EC GED SVP INTS. TEMPS.

by interpreting each factor, given the scales and description of each factor.

STRATEGY: Use the projectual with the numbers of each factor covered. Review the meaning of each of the codes. (i.e., PA - Physical Activities; refer to Exercise 7, Unit 1). Show the numbers under each factor and introduce the Guide to Qualification Profile Factors. (It is in the Student's Book). Using the guide, interpret the example on the projectual. Use the second projectual for additional examples by writing in profiles of other occupations.

INTRODUCTION: *In the previous unit, you developed a profile of your own qualifications. Occupations also have profiles in the form of qualifications requirements. These profiles look like this.*

OCCUPATIONAL QUALIFICATIONS PROFILE

APTITUDES

GVNSPQKFMEC	PA	EC	GED	SVP	Ints.	Temps.
34323234322	357	I 24	3	4	2 Y	270

OCCUPATIONAL PROFILES

OCCUPATION ______________________________

PROFILE:

G	V	N	S	P	Q	K	F	M	E	C	PA	EC	GED	SVP	Ints.	Temps.

INTERPRETATION

GUIDE TO QUALIFICATIONS PROFILE FACTORS

APTITUDES

G General Intelligence
V Verbal Ability
N Numerical Ability
S Spatial Perception
P Form Perception
Q Clerical Perception
K Motor Co-ordination
F Finger Dexterity
M Manual Dexterity
E Eye-Hand-Foot Co-ordination
C Colour Discrimination

Aptitude Levels

(in terms of working population)

1 Upper 10%
2 Upper Third exclusive of the Highest 10%
3 Middle Third
4 Lowest Third exclusive of the Lowest 10%
5 Lower 10%
When these levels are underlined, they are considered significant for satisfactory job performance.

PHYSICAL ACTIVITES (PA)

1. Strength (lifting, carrying, pushing, pulling) shown in terms of:
   S - Sedentary work (10 lbs. max)
   L - Light Work (20 lbs. max)
   M - Medium work (50 lbs. max)
   H - Heavy Work (100 lbs. max)
   VH - Very Heavy Work (over 100 lbs.)
2. Climbing and/or Balancing
3. Stooping, Kneeling, Crouching and/or Crawling
4. Reachin, Handling, Fingering and/or Feeling
5. Talking
6. Hearing
7. Seeing in terms of: acuity far and near, depth perception, accommodation, colour vision and field of vision.

ENVIRONMENTAL CONDITIONS (EC)

1. Work Location
   I - Inside
   O - Outside
   B - Both
2. Extremes of cold plus temperature changes
3. Extremes of heat plus temperature changes
4. Wet and/or humid
5. Noise and/or vibration
6. Hazards in terms of:
   - mechanical
   - electrical
   - burns
   - explosives
   - radiant energy
7. Atmospheric Conditions in terms of:
   - fumes
   - odours
   - dusts
   - mists
   - gases
   - poor ventilation

GENERAL EDUCATION DEVELOPMENT (GED)

Levels		Approximate Duration of Schooling
6	-	17 years plus
5	-	13 to 16 years
4	-	11 to 12 years
3	-	9 to 10 years
2	-	6 to 8 years
1	-	Up to 6 years

SPECIFIC VOCATIONAL PREPARATION (SVP)

1 - Short Demonstration Only
2 - Anything Beyond short demonstration up to and including 30 days
3 - Over 30 days up to and including 3 months
4 - Over 3 months up to and including 6 months
5 - Over 6 months up to and including 1 year
6 - Over 1 year up to and including 2 years
7 - Over 2 years up to and including 4 years
8 - Over 4 years up to and including 10 years
9 - Over 10 years

INTEREST FACTORS

1. Things and Objects	vs.	6. People and Communication of Ideas
2. Business Contact with People	vs.	7. Scientific and Technical Work
3. Routine, concrete and organized work	vs.	8. Abstract and creative work or experiences
4. Working for people for their presumed good as in the social welfare sense, or for dealing with people and language in social situations.	vs.	9. Non-social work, carried on in relation to processes, machines, and techniques
5. Work resulting in prestige or esteem of others	vs.	0. Work resulting in tangible, productive satisfaction

TEMPERAMENT FACTORS

1. Variety and Change
2. Repetitive, Short Cycle
3. Under Specific Instructions
4. Direction, Control, Planning
5. Dealing with People
6. Isolation
7. Influencing People
8. Performing Under Stress
9. Sensory or Judgmental Criteria
0. Measurable or Verifiable Criteria
X. Interpretation of ideas, facts, feelings
Y. Precise attainment of set limits, tolerances or standards

EXERCISE 2. Data, People and Things

1. Use the Projectual Set: Data, People and Things to guide the discussion. Introduce the worker functions using the first projectual and discuss the broad role of working with data (ideas, knowledge), people, and with things. Stress that every worker function can be partly described by this relationship (See the section "Notes on Data, People and Things" which follows.)

2. Discuss data, people and things separately, using the projectuals. Refer students to the Student's Book to examine the section "Data, People and Things" showing the words which describe the levels in each. They do not have to learn the names.

3. Examine several occupations, beginning with the examples on the fifth projectual. Discuss the level of involvement with each of D, P and T. Four additional examples are provided in the Student's Book.

4. Refer students to their OVIS Report Folders and draw attention to the DPT codes (2-high, 1-average and 0-low) for the interest scales.

Notes on Data, People and Things

Data, People and Things refer to worker function designations; they are a measure of the ways a worker relates to data, people and things in an occupation. In addition to being a standardized terminology for use in summarizing what a worker does, through the use of appropriate and meaningful verbs descriptive of the basic work performed, occupations tend to cluster on data, people and things designations.

The three broad categories of relationships to Data, People and Things are as follows:

DATA: Information, knowledge, and conceptions related to Data, People and Things, obtained by observation, investigation, interpretation, visualization and mental creation; incapable of being touched. Written data take the form of numbers, words and symbols; other data are ideas, concepts and oral verbalization.

0 *Synthesizing:* Integrating analyses of data to discover facts and/or develop knowledge, concepts or interpretations.

1 *Co-ordinating:* Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data, executing determinations and/or reporting on events.

2 *Analyzing:* Examining and evaluating data. Presenting alternative action in relation to the evaluation is frequently involved.

3 *Compiling:* Accumulating information which is usually recorded physically, but which may be stored mentally; gathering, collating, or classifying information about Data, People and Things. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved.

4 *Computing:* Performing arithmetic operations and reporting on and/or carrying out prescribed action in relation to them. Does not include counting.

5 *Copying:* Transcribing, entering, or posting data.

6 *Comparing:* Understanding the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of Data, People, and Things.

PEOPLE: Human beings; also includes animals dealt with on an individual basis.

0 *Mentoring:* Dealing with individuals in terms of their total personality in order to advise, counsel and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual and/or other professional principles.

1 *Negotiating:* Exchanging ideas, information and opinions with others to formulate policies and programs and/or arrive jointly at decisions, conclusions or solutions.

2 *Instructing:* Teaching subject matter to others or training others (including animals) through explanation, demonstration and supervised practice; or making recommendations on the basis of technical disciplines.

3 *Supervising:* Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them and promoting efficiency.

4 *Diverting:* Entertaining others.

5 *Persuading:* Influencing others in favour of a product, service, or point of view.

6 *Speaking-Signaling:* Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants, but excludes ordinary conversation.

7 *Serving:* Attending to the needs or requests of people or animals, or the expressed or implicit wishes of people. Immediate response is involved.

THINGS: Inanimate objects as distinguished from human beings; substances or materials; machines, tools, or equipment; products. A thing is tangible and has shape, form, and other physical characteristics.

0 *Setting Up:* Adjusting machines or equipment by replacing or altering tools, jigs, fixtures and attachments to prepare them to perform their functions, change their performance, or restore their proper functioning if they break down. Workers who set up one or a number of machines for other workers or who set up and personally operate a variety of machines are included here.

1 *Precision Working:* Using body members and/or tools or work aids to work, move, guide or place objects or materials in situations where ultimate responsibility for the attainment of standards occurs and selection of appropriate tools, objects, or materials, and the adjustment of the tool to the task require exercise of considerable judgment.

2 *Operating-Controlling:* Starting, stopping, controlling and adjusting the progress of machines or equipment designed to fabricate and/or process objects or materials. Operating machines involves setting up the machine and adjusting the machine or material as the work progresses. Controlling equipment involves observing gauges, dials and other indicators, and turning valves and other devices to control such factors as temperature, pressure,

flow of liquids, speed of pumps, and reactions of materials. Set-up involves several variables, and adjustment is more frequent than in tending.

3 *Driving-Operating:* Starting, stopping and controlling the actions of machines or equipment for which a course must be steered or which must be guided, in order to fabricate, process, and/or move things or people. Involves such activities as observing gauges and dials; estimating distances and determining speed and direction of other objects; turning cranks and wheels; pushing clutches or brakes; and pushing or pulling gear shifts or levers. Includes such machines as cranes, conveyor systems, tractors, furnace-charging machines, paving machines and hoisting machines. Excludes manually-powered machines, such as handtrucks and dollies, and power-assisted machines, such as electric wheelbarrows and handtrucks.

4 *Manipulating-Operating:* Using body members, tools, or special devices to work, move, guide, or place objects or materials requiring the use of hand tools or special devices. Requires a significant combination of eye-hand co-ordination, and manual and finger dexterity. Involves some latitude for judgment with regard to precision attained and selection of appropriate tool, object or material, although this is readily manifest.

5 *Tending:* Starting, stopping, and observing the functioning of machines and equipment. Involves adjusting materials or controls of the machine, such as changing guides, adjusting timers and temperature gauges, turning valves to allow flow of materials and flipping switches in response to lights. Little judgment is involved in making these adjustments.

6 *Feeding-Offbearing:* Inserting, throwing, dumping, or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.

7 *Handling:* Using body members, hand tools and/or special devices to work, move, or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object or material.

PROJECTUAL SET: DATA, PEOPLE AND THINGS

OBJECTIVE: Identify worker functions in relation to data, people and things in an occupation and interpret DPT codes, given scales and descriptions.

STRATEGY: Use the projectuals to discuss and develop the concept that worker functions in a job can be described in relation to the data, people and things encountered. (See "Notes on Data, People and Things"). Stress that worker functions can be described in this manner by indicating the orientation to data, people or things and the levels of involvement in each. Discuss the role of data, people and things as an aid to identifying occupations which might meet the interests of students.

INTRODUCTION: *One way of describing what people do in occupations is by looking at how they work with data, people or things. Occupations are partly described in this way. Let's look at this method of describing work. ...*

Each occupation has a **DPT** code

This code tells the relation to

DATA PEOPLE THINGS

DATA means

INFORMATION ,
KNOWLEDGE ,
CONCEPTS

in the form of:

NUMBERS
WORDS
OTHER SYMBOLS
and IDEAS

PEOPLE means

PEOPLE !

(CAN BE ANIMALS IF DEALT WITH
ON AN INDIVIDUAL BASIS)

THINGS mean

OBJECTS (Not People)

like TOOLS
MACHINES
MATERIALS
EQUIPMENT

EXAMPLES:

4111-118	STENOGRAPHER	DPT: 384
6112-158	POLICEMAN	DPT: 263

EXERCISE 3. Identifying Alternative Occupational Choices

1. Review the decision-making strategy, noting particularly the first three steps. Review the activities in Unit 1 where criteria were set in terms of personal profile characteristics and preferences.

2. Outline the task in this exercise as one of identifying possible occupational choices.

3. The instructor should review for his own information the section in the introduction to this book on the Occupational Information System, with particular reference to the "access" routes. The three routes are: accessing by personal descriptors, accessing by occupational group descriptors, and accessing by specific occupations. The students can use these three routes to identify alternative choices.

   a. Personal Descriptors Route

   If a student has no particular alternative or preference to begin with, the personal descriptors route will enable him to make a wide exploration of possible occupations. Each of the variables of interest, temperament, aptitude, etc., is used in turn to sort out alternatives with the keysort cards of the Exploring Occupations Kit and the standard test guides. The use of the Exploring Occupations Kit is described in detail in Section 5 of this exercise.

   b. Occupational Group Descriptors Route

   If a student wishes to explore occupations within a broad grouping such as an industry (e.g., Agriculture, Education, etc.), the Industry Index will identify occupational titles to be explored. Other indexes, such as a Geographic Index which would identify the occupations common to an area of the country, could be developed.

   c. Specific Occupations Route

   Although this route will not enable a student to make a wide exploration, it will lead him to relevant information about a selected occupation. This route is appropriate for a student who has already made a tentative occupational choice and can work from an occupational name or title which he can find in an Alphabetical Index.

4. In this exercise the students are expected to identify and record occupational titles and groups for further exploration. Most classrooms will have only one set of indexes and one Exploring Occupations Kit. To save time and to free the indexes and keysort cards for others to use, all students should be instructed to record at first only the four-digit code numbers for occupational groups they have selected. Then they can refer to the groups by number in the CCDO Volume 2 and Canadian Occupational Groups to record the names and read the details. It is not necessary for students to fill in every space on the recording forms; they should record only the occupational groups they have selected for further consideration as alternatives.

5. The following detailed procedures should be used to identify possible occupational choices through the Personal Descriptors Route:

   a. Identify a base set of occupations by Interests (OVIS).

      (i) Use the keysort cards of the Exploring Occupations Kit. Instruct the students in the technique of using the keysort cards by doing an example selection. The students can then use the cards to sort out their own base set of occupational groups, by using the first three to five choices on the OVIS. From the cards sorted out, a selection is made of groups which the students wish to consider as alternatives. They should record them on the form Exploring Occupations by Interests.

      (ii) Alternatively, the OVIS Guide to Exploring Careers can be used for this identification by having the students open the guide to their interests scales on the OVIS and recording occupational groups they wish to consider from the accompanying lists.

   b. Identify Occupational Groups in the base set sorted out in 5. a. (i) above, by Interest Factors. The students use the keysort cards and sort on the first three choices of interest factors. Again a selection is made, and the students record the groups they wish to consider as alternatives on the form, Exploring Occupations by Interests.

   c. Identify Occupational Groups in the base set, by Temperament Factors. The keysort cards are used to select occupational groups with the temperament factors which the students have already identified as difficult to adjust to or accept. These groups should be sorted out and recorded as occupational groups which should not be considered as alternatives. They should be recorded on the form Exploring Occupations by Temperaments.

d. Identify Occupational Groups in the base set, by Physical Activities and Environmental Conditions Factors. Students should sort the base set with the PA and EC factors which are beyond their physical capacity or condition and list the resulting groups as probable rejects. They should be recorded on the form Exploring Occupations by Physical Activities and Environmental Conditions.

e. Identify Occupational Groups in the base set, by Aptitude Factors. Using each factor in turn, the students identify groups by sorting out all cards which have significant aptitude requirements above their own aptitude levels. For example, a student with an aptitude level of 3 on a given factor should sort out the 1 and 2 levels in that factor. Only significant aptitudes are notched in the cards. This sort will identify groups which the student should consider rejecting (but not necessarily; remember that aptitude factors do not have cutting scores, but averages only). From the occupations not sorted out of the base set, the students select those he wishes to consider further, and he records them on the form Exploring Occupations by Aptitudes.

f. Identify Occupational Groups in the base set, by Education and Training Factors. The students sort the keysort cards again in a manner similar to that used in aptitudes. For each of GED and SVP the students should sort down to their present level (GED: 6-1; SVP: 9-1). In addition, they may wish to sort down only to their planned level after further education and training. In either case, a selection is made from the occupations not sorted out which the students may want to consider further. Then they record them on the form Exploring Occupations by Education and Training.

g. Identify Occupational Groups in the base set, by Data, People and Things Designations. This sort is optional. Two types of sorts are possible, one using the High, Average and Low ratings, and the other using the numerical ratings. No recording form is provided for this sort.

6. The form Other Possible Alternatives is provided at the end for students to use for listing any other occupational groups or single occupations which have not been already listed.

EXPLORING OCCUPATIONS BY INTERESTS

Occupational Groups Selected by
OVIS Scales.

First Scale Choice ________
Alternatives

1
2
3
4
5
6
7
8
9
10

Second Scale Choice ________
Alternatives

1
2
3
4
5
6
7
8
9
10

Third Scale Choice ________
Alternatives

1
2
3
4
5
6
7
8
9
10

Fourth Scale Choice ________
Alternatives

1
2
3
4
5
6
7
8
9
10

Fifth Scale Choice ________
Alternatives

1
2
3
4
5
6
7
8
9
10

Occupational Groups Selected by
Interest Factors ________
Alternatives

1
2
3
4
5
6
7
8
9
10
11

EXPLORING OCCUPATIONS BY TEMPERAMENTS

Record Occupational Groups with temperament factors that may cause you difficult adjustment problems. Look back to your Temperaments Check List, or your list of negative criteria in Exercise 7 of Unit 1, for the three most difficult. The code numbers or letters of these temperament factors are:

____

____

____

Because of these factors you should NOT consider the following occupational groups as possible choices.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________

EXPLORING OCCUPATIONS BY PHYSICAL ACTIVITIES AND ENVIRONMENTAL CONDITIONS

1. Physical Activities

Record Occupational Groups with physical activities requirements which you are not able to meet. Look back to your Physical Activities Check List or your list of negative criteria in Exercise 7 of Unit 1, for these. The code letters and numbers of these physical activities which would be difficult to meet are:

Because of these factors you should NOT consider the following occupational groups as possible choices:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

2. Environmental Conditions

Record Occupational Groups with environmental conditions requirements in which you are not able to work. Look back to your Environmental Conditions Check List or your list of negative criteria in Exercise 7 of Unit 1, for these. The code numbers and letters of the environmental conditions which would not be suitable for you are:

Because of these factors you should NOT consider the following occupational groups as possible choices:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

EXPLORING OCCUPATIONS BY APTITUDES

Write your aptitude profile here:

G V N S P Q K F M E C

_ _ _ _ _ _ _ _ _ _ _

Write the numbers and names of the occupational groups which you have selected:

1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________
9 ____________________
10 ____________________
11 ____________________
12 ____________________
13 ____________________
14 ____________________
15 ____________________
16 ____________________
17 ____________________
18 ____________________
19 ____________________
20 ____________________

1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________
9 ____________________
10 ____________________
11 ____________________
12 ____________________
13 ____________________
14 ____________________
15 ____________________
16 ____________________
17 ____________________
18 ____________________
19 ____________________
20 ____________________

EXPLORING OCCUPATIONS BY EDUCATION AND TRAINING

Write your education levels here:

Grade Level Now ______	GED Level Now ______
Grade Level Planned ______	GED Level Planned ______

Occupations Selected on Present Education Level	Occupations Selected on Planned Education Level
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

TRAINING

Training Courses You Have Taken	Training Courses You Plan to Take
1 ____________________	1 ____________________
2 ____________________	2 ____________________
3 ____________________	3 ____________________
Your SVP level now ______	Your SVP level will be ______

OCCUPATIONS SELECTED

At Present SVP	At Planned SVP
1 ____________________	1 ____________________
2 ____________________	2 ____________________
3 ____________________	3 ____________________
4 ____________________	4 ____________________

OTHER POSSIBLE ALTERNATIVES

List all the Occupational Groups or single occupations here which you would like to learn more about. Use this form to list only those which have not been listed on other forms.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________

EXERCISE 4. Describing Alternative Occupational Choices

1. From the lists of alternative choices in the form of occupational groups which have been prepared in Exercise 3, the student chooses as many as possible for further detailed study.

2. The student now uses the 4-digit code and the names of the groups chosen to find access to information about the chosen groups.

3. The instructor should display, and demonstrate the use of, the Canadian Classification and Dictionary of Occupations, Volumes 1 and 2, the Occupational Reference Index, the SRA Occupational Exploration Kit, Canadian Occupational Groups and other occupational information materials available.

4. Discuss the form Occupational Description (which follows) as the place to compile information found on each occupation selected. There are several copies of the form in the Student's Book which each student can fill in for chosen occupations. (See also the section "Occupational Information System" in the introduction of this manual.)

5. As optional activities, resource speakers and field trips can be used effectively to learn about selected occupations. Students in the class who have had experience in appropriate occupations can also be an important resource to other students.

OCCUPATIONAL DESCRIPTION

GROUP # NAME

OCCUPATION

HISTORY & IMPORTANCE

NATURE OF THE WORK

WORKING CONDITIONS

TRANSFER POSSIBILITIES ____

____

____

____

____

ADVANCEMENT POSSIBILITIES ____

____

____

____

____

FUTURE PROSPECTS ____

____

____

____

____

____

____

____

____

____

____

PAY AND OTHER BENEFITS ____

____

____

____

____

____

____

____

____

____

____

WORK ORGANIZATIONS

QUALIFICATIONS PROFILE

APT: G V N S P Q K F M E C	PA	EC	GED	SVP	INTS.	TEMPS.

INTERPRETED REQUIREMENTS

YEARS OF SCHOOL

SPECIAL TRAINING

CERTIFICATES, DIPLOMAS, ETC. REQUIRED

SPECIAL SKILLS

USUAL LOCATIONS

OTHER NOTES

UNIT 3 : MAKING AN OCCUPATIONAL CHOICE

OBJECTIVES

1. Evaluate alternative occupational choices by applying criteria of personal traits and preferences and long-term personal goals.

2. Make an occupational choice, in the form of an occupational group, a single occupation or several single occupations, which is consistent with criteria previously set.

LEARNING ACTIVITIES

1. Exercise 1. Students bring forward their alternatives listed on the various forms in Unit 2, evaluate them against criteria and preferences on the form, Evaluating Alternatives, and make choices based on this evaluation.

   Student's Book: Making Occupational Choices
   Evaluating Alternatives

EXERCISE 1. Evaluating Alternatives and Making Occupational Choices

1. Review the decision-making strategy with respect to the activities in Units 1 and 2 and Steps 1, 2 and 3 of the strategy. Discuss briefly Step 4, Evaluate Alternatives and Decide, with reference to the activities in this exercise.

2. Have students read over the lists of alternatives which have been recorded in the various forms in Unit 2.

3. Assist students individually as required to review their alternatives, and bring forward all occupational groups which they want to consider seriously as choices. In identifying the occupational groups to be brought forward, a review should be made of alternatives to identify those which meet several criteria or preferences. Record them on the form, Evaluating Alternatives. Students should feel that the list includes all alternatives which they want to consider.

4. Encourage students to review their alternatives to determine if further information is needed on any of them. If more information is required, students should add it to the Occupational Descriptions in Unit 2.

5. When the occupations are recorded, the students should then examine each by applying the criteria in turn, checking off those that are "met" and making remarks when appropriate.

6. The students should then choose the occupations which meet the most criteria and record them at the bottom of the form under "Choices."

EVALUATING ALTERNATIVES

Write the Occupations You Want To Consider Here	Check Off Criteria Met Here											Remarks
	OVIS Scales	Int. Factors	Temp. Factors	PA Factors	EC Factors	Aptitudes	GED	SVP	DPT			

Choices: Write one or more of the occupations you have chosen below. You will learn more about it, perhaps take training in it, and you may eventually look for a job in one of these chosen occupations.

UNIT 4 : EXPLORING JOBS

OBJECTIVES

1. Identify types of businesses, industries and other organizations in which chosen occupations are practised.
2. Identify and describe selected jobs in a chosen occupation.

LEARNING ACTIVITIES

1. Exercise 1. Students are directed in the use of various resources and methods to identify and record the names of organizations where their chosen occupation is practised. Field trips and resource speakers can be utilized beyond a study of written resources.

   Daily Newspaper
   Telephone Book
   Exploring Occupations Kit (Keysort File)
   SRA Occupational Exploration Kit (Job Family Booklets)
   G.C. Occupational Information Monographs
   Student's Book: Identifying Employing Organizations
   Employing Organizations List

2. Exercise 2. Using similar resources and methods as in the previous exercise, students prepare a comprehensive description of selected jobs.

   Same resources as in Exercise 1.
   Student's Book: Describing Jobs
   Job Description (forms)

EXERCISE 1. Identifying Employing Organizations

1. Review the decision-making strategy and discuss Step 5 (Plan to Implement the Decision) with reference to this exercise and the rest of the course. The exercises in this unit form the first stage of the plan to implement the choice of an occupation. Further stages of the plan will follow in Topics VI to IX.

2. This exercise is directed towards identifying organizations which employ people in the student's chosen occupation. Note that the objective is to find where jobs exist, not job openings. In the career planning sequence, the identification of employers will be a resource for later use in identifying job openings in the job search activities.

3. The search for employers of specific occupations can begin with students writing down the types of businesses which probably employ people in their chosen occupation. This list can be used along with a telephone book (yellow pages) or a business directory to identify specific organizations. The list of types of businesses should be expanded through the use of other resources which give examples of the types of jobs held by people in different occupations.

4. Students write the name, address, the type of business and the number of employees in their chosen occupation for each identified organization on the Employing Organizations List.

EMPLOYING ORGANIZATIONS LIST

My occupational choice is ______________________________
____

Organizations which employ people in my occupation are:

1. Name ______________________________
   Address ______________________________
   ____
   Type of business ______________________________
   Approximate number of employees in this occupation ____________

2. Name ______________________________
   Address ______________________________
   ____
   Type of business ______________________________
   Approximate number of employees in this occupation ____________

3. Name ______________________________
   Address ______________________________
   ____
   Type of business ______________________________
   Approximate number of employees in this occupation ____________

4. Name ______________________________
   Address ______________________________
   ____
   Type of business ______________________________
   Approximate number of employees in this occupation ____________

5. Name ______________________________
   Address ______________________________
   ____
   Type of business ______________________________
   Approximate number of employees in this occupation ____________

6. Name ______________________________
Address ______________________________
____
Type of business ______________________________
Approximate number of employees in this occupation __________

7. Name ______________________________
Address ______________________________
____
Type of business ______________________________
Approximate number of employees in this occupation __________

8. Name ______________________________
Address ______________________________
____
Type of business ______________________________
Approximate number of employees in this occupation __________

9. Name ______________________________
Address ______________________________
____
Type of business ______________________________
Approximate number of employees in this occupation __________

10. Name ______________________________
Address ______________________________
____
Type of business ______________________________
Approximate number of employees in this occupation __________

11. Name ______________________________
Address ______________________________
____
Type of business ______________________________
Approximate number of employees in this occupation __________

12. Name ____________________
Address ____________________
____
Type of business ____________________
Approximate number of employees in this occupation __________

13. Name ____________________
Address ____________________
____
Type of business ____________________
Approximate number of employees in this occupation __________

14. Name ____________________
Address ____________________
____
Type of business ____________________
Approximate number of employees in this occupation __________

15. Name ____________________
Address ____________________
____
Type of business ____________________
Approximate number of employees in this occupation __________

16. Name ____________________
Address ____________________
____
Type of business ____________________
Approximate number of employees in this occupation __________

EXERCISE 2. Describing Jobs

1. Continuing with the exploration of jobs, the student selects several (as many as time permits) and prepares a comprehensive description of them, compiling the information collected on the form Job Description. (There are several copies in the Student's Book.)

2. At the end of this exercise the instructor should see that all students have completed the appropriate parts of the Student's Book in Topic V, as an indication that each student has arrived at an occupational choice in the form of an occupational group, several single occupations or a single occupation.

3. A sum-up discussion should be conducted finally to review briefly the activities of all of the first five topics. At this point the instructor should be satisfied that:

   (1) students have developed a good knowledge of their roles, broad family and social goals, interests, aptitudes, and other personal traits.

   (2) students have gained a sufficient knowledge of the world of work on which to base occupational choice decisions.

   (3) students have rationally and realistically made an occupational choice which reflects their interests, abilities, preferences and possibilities.

JOB DESCRIPTION

Occupational Group Number ________

Occupational Group Name ________

Occupation (s)

1.	________	4.	________
2.	________	5.	________
3.	________	6.	________

Employing Organizations

1.	________	4.	________
2.	________	5.	________
3.	________	6.	________

Nature Of The Work ________

Working Conditions ________

Advancement Possibilities ______

Future Prospects ______

Pay And Other Benefits ______

Work Organizations ______

Particular Qualifications ______

Certificates, Diplomas And Other Credentials Required ______

Other ______

VI

INQUIRY

MANPOWER

TELEVISION

RADIO

CONVERSATION

NEWSPAPER

IDENTIFYING JOB OPPORTUNITIES

IDENTIFYING JOB OPPORTUNITIES

OBJECTIVES

Students will study the types and services of employment agencies, types and uses of various media which identify job openings and learn to use personal contacts successfully in job searches. Specifically, students will:

1. Identify and describe the services of employment agencies including Canada Manpower Centres and private agencies;

2. Identify the types of media such as newspapers, trade journals, employment bulletins (government, union and others) and use them appropriately to identify job opportunities;

3. List and describe methods of using personal contacts in identifying job opportunities.

OVERVIEW

Beginning with a discussion of job opportunities generally to demonstrate that job openings do exist, the student activities are designed to focus on three main methods of finding openings in three units of work:

Unit 1 - Using Services of Agencies covers the various agencies concerned with job opportunity identification and placement.

Unit 2 - Using the Media covers the use of media, principally newspaper classified advertisements, and also includes finding job openings from news reports. Other media include trade journals and employment bulletins such as government employment lists.

Unit 3 - Using Personal Contacts focuses on experiences which are designed to improve the use of friends, relatives, former employers and other personal contacts to identify job opportunities.

EVALUATION

Related parts of the Student's Book are completed.

UNIT I : USING SERVICES OF AGENCIES

OBJECTIVES

1. Demonstrate that job openings do exist by listing and discussing the factors that cause job openings and by examining the statistics of expected job openings in communities of different sizes.

2. List the names and locations of employment agencies in the vicinity;

3. Describe the services of each agency and determine which should be used for given employment problems;

4. Describe (or demonstrate) uses of the agencies by simulated or real contact for information, job openings, identification of jobs or other services.

LEARNING ACTIVITIES

1. Exercise 1. Lecture-discussion on job opportunities generally by looking at the statistics of probable job openings in any community and at factors which cause job openings such as death, resignations, expansions, new businesses, etc.

   Projectual Set: Job Openings
   Student's Book: Causes of Job Openings
   Job Openings by Population
   Expected Numbers of Jobs Open in My Community

2. Exercise 2. Lecture-discussion with optional field trips and visits by resource speakers. Use brochures, advertising, and other means to identify, list and describe services and learn to use the various employment agencies appropriately.

   Brochure package: Agencies and Their Services
   Student's Book: Using Employment Agencies

EXERCISE 1. Job Openings

In lecture and discussion during this exercise on job openings, the instructor should present the information that follows, using the tables and projectuals as indicated.

The argument is often made that there is little point in seeking employment because no job openings seem to be available.

Statistics, however, show certain facts about employment trends in job openings:

1. There are some job openings daily in every community. The number of openings depends on the size of the working population in the city or town. In general, about 4% of the jobs in any community are open every month.

2. These job openings are usually filled within five days by applicants whose qualifications and job search techniques place them before a prospective employer at a time when he has the job opening.

3. The possibility of finding a job opening is greater in centres of larger population where the job turnover is greater, but naturally more people are there looking for jobs.

Causes of Job Openings

Job openings occur regularly because of deaths, retirement, resignations, employees being fired, promotions, transfers, expansions of businesses and industries, increased specialization, the setting up of new businesses and industries and new construction. The projectual Causes of Job Openings can be used to stimulate discussion. As far as possible the discussion should focus on the local situation.

Job Openings by City Population

The instructor can illustrate the approximate numbers of job openings available in the local city or town with Table 1 and the projectual, Job Openings by City Population. The information is derived as follows:

1. Given a total city population, for example, of 100,000 people, approximately 40% of that population have jobs. Multiply the population by .4 to get 40,000 jobs.

2. Of those 40,000 jobs, approximately 4% are vacant every month. Multiply the number of jobs by .04 to get 1,600 job openings every month.

3. Of those 1,600 job openings, approximately one-twentieth of them will be open on any particular working day. (Counting approximately 20 working days per month.) Divide the job openings by 20 to get 80 new job openings per day.

4. In general, jobs are vacant for about 5 days before they are filled. Multiply the daily rate of new job openings by 5 to get 400 jobs open on any particular day.

The students do not need to be able to do the calculations. It is enough if they understand what the figures mean.

Table 1

Job Openings by City Population

City Population	Working Population	Jobs Opening Per Month	Jobs Opening Per Day	Jobs Open Any One Day
	x .4	x .04	÷ 20	x 5
1,000,000	400,000	16,000	800	4,000
800,000	320,000	12,800	640	3,200
500,000	200,000	8,000	400	2,000
300,000	120,000	4,800	240	1,200
200,000	80,000	3,200	160	800
100,000	40,000	1,600	80	400
80,000	32,000	1,280	64	320
50,000	20,000	800	40	200
30,000	12,000	480	24	120
20,000	8,000	320	16	80
15,000	6,000	240	12	60
10,000	4,000	160	8	40
5,000	2,000	80	4	20
3,000	1,200	48	2.4	12

Openings in Different Occupations

Jobs in some occupations are much more in demand than others. Tables 2 and 3 show the percentage of all Canadian jobs of the more common groups of occupations. The projectual Types of Occupations should be used for the discussion.

Table 2

Occupations and Percentage of Canadian Jobs*

Occupation	% of all Canadian Jobs
1. Craftsmen	29%
2. Professional and Technical	10%
3. Farming	10%
4. Transportation and Communications	7%
5. Clerical	6%
6. Labour	6%
7. Sales	5%
8. Logging	1%
9. Mining	1%
All Others	25%

* Based on 1961 Census (to nearest whole percent)

The occupations of Craftsmen, Transportation and Communications, and Clerical are broken down further into more specific jobs as examples in Table 3. Only those jobs which are 1% or more of all Canadian jobs are included.

Table 3

Some Occupations Over 1% of All Canadian Jobs*

Occupation	% of all Canadian Jobs
1. Machinists	5%
2. Drivers: truck, taxi, bus	5%
3. Construction workers: bricklayers, masons, painters, glaziers, etc.	4%
4. Carpenters	4%
5. Mechanics	4%
6. Equipment Operators	3%
7. Foremen in Crafts Occupations	3%
8. Steno-typists	3%
9. Electricians	2%
10. Clothing Production	1%
11. Food Preparation	1%

* Based on 1961 Census (to nearest whole percent)

Expected Numbers of Jobs Open on any Working Day

The instructor can use the projectual Jobs Expected to Be Open Per Day (in a city of 50,000) as an example to illustrate the expected vacancies in different occupations in one community. Then he should explain how the students can use Table 4. Table 4 gives a quick reference for the approximate numbers of jobs that can be expected in communities of different sizes. For example, in a city of 50,000 there are approximately 200 jobs open on any one day (Table 1). If 5% of all Canadian jobs are machinists (Table 3), then you could expect about 10 jobs to be vacant for machinists every working day in that city. It must be stressed that these figures are only statistical averages for all of Canada, and they show only a general trend. Numbers of jobs open in certain occupations in communities with specialized industries may be quite different.

Table 4

Expected Numbers of Jobs Open on Any Working Day*

City Population	Percent of all Canadian Jobs 1%	2%	3%	4%	5%	6%	7%
1,000,000	40	80	120	160	200	240	280
800,000	32	64	96	128	160	192	224
500,000	20	40	60	80	100	120	140
300,000	12	24	36	48	60	72	84
200,000	8	16	24	32	40	48	56
100,000	4	8	12	16	20	24	28
80,000	3	6	10	13	16	19	22
50,000	2	4	6	8	10	12	14
30,000	1	2	4	5	6	7	8
20,000	1	2	2	3	4	5	6
15,000	2/3	1	2	2	3	4	4
10,000	1/2	1	1	2	2	2	3
5,000	1/5	1/2	2/3	1	1	1	1
3,000	1/8	1/4	1/3	1/2	2/3	3/4	1

* All numbers at .8 and above are rounded to the next whole number. Numbers below .8 are shown as a convenient fraction, e.g., 2/3, which should be read as "2 jobs every 3 days."

At the end of the instructor's presentation on job openings, the students should fill in the form Expected Numbers of Jobs Open in My Community. They should first select two or three sample occupations from Tables 2 and 3 and list their percents on the form. Next they select the population figure from Table 4 which is nearest to the size of their community. Then they can read off the expected number of vacancies from Table 4 to complete the form.

Expected Numbers of Jobs Open in My Community

Occupation	Population of my Community	% of All Canadian Jobs	Expected Vacancies Per Working Day

PROJECTUAL SET: JOB OPENINGS

OBJECTIVE #1: Demonstrate that job openings do exist by listing and discussing the factors that cause job openings and by examining the statistics of expected job openings in communities of different sizes.

STRATEGY: Lecture-discussion using the projectual set and information about job openings by occupation, city size, etc.

INTRODUCTION: *Even when you are ready to work and have decided on an occupation, you still need to find a job. These charts will give you an idea of how many jobs are likely to be open at any particular time in cities of different sizes.*

CAUSES OF JOB OPENINGS

1. DEATH AND RETIREMENT
2. RESIGNATIONS AND FIRING
3. PROMOTIONS AND TRANSFERS
4. EXPANSIONS OF FIRMS
5. INCREASED SPECIALIZATION
6. NEW BUSINESSES, INDUSTRIES AND CONSTRUCTION

JOB OPENINGS BY CITY POPULATION

CITY POPULATION	JOBS OPEN IN ANY DAY
1,000,000	4,000
800,000	3,200
500,000	2,000
300,000	1,200
200,000	800
100,000	400
50,000	200
20,000	80
10,000	40
5,000	20
3,000	12

TYPES OF OCCUPATIONS

OCCUPATION	% of JOBS
CRAFTSMEN	29 %
PROFESSIONAL, TECHNICAL	10
FARMING	10
TRANSPORTATION, COMMUNICATIONS	7
CLERICAL	6
LABOURER	6
SALES	5
LOGGING	1
MINING	1
ALL OTHERS	25 %

JOBS EXPECTED TO BE OPEN PER DAY
(City of 50,000)

OCCUPATION	JOBS OPEN
MACHINISTS	10
CONSTRUCTION (except Carpenter)	8
CARPENTERS	8
MECHANICS	8
DRIVERS (Truck, Bus, Taxi)	10
EQUIPMENT OPERATORS	6
FOREMEN (all crafts)	6
CLERICAL	12
ELECTRICIANS	4
CLOTHING MANUFACTURING	2
FOOD PREPARATION	2

EXERCISE 2. Using Employment Agencies

Canada Manpower Centres

The Canada Manpower Centres in all cities and the larger towns provide information on job openings in the local area as well as in other parts of Canada, and they arrange a great variety of training courses for adults who want them.

The instructor should arrange for a CMC counsellor to visit the class to describe the employment services and training programs that are available to the students as clients and relevant to their needs. He should be asked specifically to explain job counselling and placement services, programs of mobility, training-in-industry or on-the-job, and job and labour market information. At the same time he may be able to provide information on such things as worker's benefits under the Unemployment Insurance Commission, provincial training programs, and the services of other employment agencies.

The aim of the session should not be a general consideration of Manpower's training and employment policies but a provision of specific information that will teach students to use CMC services for finding suitable employment.

Other Agencies

In addition to CMC's, some larger centres have private employment agencies. If there is one in the community, the instructor should find out about its services and pass the information on to the students.

Where time is available, there should be an organized visit to the local CMC or a local employment agency to learn more about the services they provide. A representative from the CMC or one of the agencies may also be invited to speak about their services.

UNIT 2: USING THE MEDIA

OBJECTIVES

1. Locate employment opportunities in the classified advertisement section of the local and national daily newspapers and identify employment opportunities which appear to be appropriate for personal qualifications and interests;

2. Read and interpret given newspaper employment advertisements to determine as much as possible about the job opportunity and prepare a list of basic facts which would be required to make application;

3. Identify possible job opportunities by interpretation of news reports of new projects, new government programs, industrial expansions and other events which tend to create job opportunities;

4. Identify locations of and read and interpret descriptions of job openings in employment bulletins such as Public Service of Canada; Provincial Civil Service; bulletins in post offices; bulletins in CMC offices and bulletins in schools and colleges;

5. Identify types and sources of periodicals and other non-newspaper media which usually carry employment advertisements.

LEARNING ACTIVITIES

1. Exercise 1. Study and discuss daily newspapers and selected job bulletins from a variety of sources and list the main qualifications and requirements for advertised jobs. Identify appropriate job opportunities in the classified section of newspapers and in events reported in the news section. Practice interpreting advertisements and bulletins to determine the probable nature of the job and qualifications required. The instructor should study the newspapers and bulletins in advance to be able to assist in interpreting the news section and the details of the jobs advertised.

    Local and national newspapers
    Employment bulletins from various sources
    Projectual: Employment Advertisements
    Student's Book: Using Newspapers
    Using Other Media

EXERCISE 1. Using Newspapers and Other Media

The newspaper is the most common source of information about jobs. In the general advertising section, the more important jobs are described in separate boxes. In the Classified Ads section, jobs are listed in the Employment and Help Wanted columns, the necessary information for making applications is supplied, and in most cases the qualifications for the job are listed.

The news section of newspapers and local television and radio news broadcasts can also provide useful information about possible job openings. A news report of a new high-rise can be interpreted by those interested in the construction trades as a source of potential jobs. News that a new industry or manufacturing plant is going to be located in the community indicates that there will be job openings both in construction and in the industry or manufacturing operation later. New shopping centres will require construction workers as well as clerical and maintenance staff.

The instructor and students should also investigate the availability of local and out-of-town newspapers in the public library where they can be examined without cost to find job openings.

Jobs in the federal public service are listed in post offices and Canada Manpower Centres, and some cities have Public Service Commission offices where people can refer to lists of job openings. Schools and colleges sometimes also produce bulletins of job opportunities.

Students will be supplied with copies of local and national newspapers. They should examine them with the help of the instructor on the following points:

1. Find the Advertising Section.
2. Check job openings in display advertisements.
3. Find the Classified Ads Section and Help Wanted columns.
4. Check job openings in the Help Wanted columns.
5. Interpret common abbreviations used in classified ads.
6. Discuss how to apply for specific jobs advertised.
7. Discuss qualifications required for specific jobs advertised.
8. List the main qualifications and requirements to make application for them.
9. Find references to any new building or industrial activity reported in the News Section and explore the possibilities for employment.

PROJECTUAL : EMPLOYMENT ADVERTISEMENTS

OBJECTIVE #2: Read and interpret given newspaper employment advertisements to determine as much as possible about the job opportunity, and prepare a list of basic facts which would be required to make application.

STRATEGY: Discuss the advertisements on the projectual and others in newspapers and in the Student's Book to determine the usual format, type of information given, meaning of abbreviations, and any other inferred information.

INTRODUCTION: *Many employment opportunities can be found in newspaper advertisements. To use them, you have to be able to read and interpret them correctly.*

EMPLOYMENT ADVERTISEMENTS

MECHANIC WANTED

Come and live in Central Alberta.
The heart of hunting and fishing.
Panoramic view of the Rockies.
Excellent working conditions.
Truck work. $4.00 per hour for experienced person.

Western Sales & Service Ltd.
Box 165. Hinton. Alberta.
DAYS 226-6301. NIGHTS 226-3129

HELP WANTED FOR WOMEN'S WEAR department. Full time. Experience not necessary. Phone Central Department Store. 852-5537 (Mr. Williams).

UNIT 3 : USING PERSONAL CONTACTS

OBJECTIVES

1. Identify personal contacts which can be a source of information in job openings;

2. Describe appropriate approaches to and methods of using these personal contacts to identify job opportunities.

LEARNING ACTIVITIES

1. Exercise 1. Discuss types of personal contacts such as family, relatives, friends and former employers, along with appropriate use of these with respect to use of names in reference, confidentiality of information, how to ask for help in seeking employment and appropriate follow-up. Direct contacts with employers who have not advertised are often successful ways of getting jobs and should be discussed here under personal contacts.

    Projectual Set: Job Opportunities
    Telephone Directory (yellow pages)
    Student's Book: Using Personal Contacts

EXERCISE 1. Using Personal Contacts

A good way to find out about job openings is to question employed relatives and friends about vacancies which may exist or will occur in the near future. The person on the spot when a vacancy occurs, or even before, is the most likely to get the job if he has the right qualifications and personal characteristics.

Students should examine businesses and industries which need people of his occupation and personal qualifications. When he learns the size of the firm, he can estimate how often he can expect an opening to occur there. The instructor can explain the possibility of such vacancies with the chart and projectual, Job Openings by Size of Firm.

Job Openings by Size of Firm

Size of Firm	Possibility of Vacancy On Any Working Day
Very Large Over 100 employees	1 vacancy per 100 employees
Large 75 - 100 employees	1 vacancy in every 2 firms
Medium 20 - 75 employees	1 vacancy in 2 out of 5 firms
Small Less than 20 employees	1 vacancy in 1 out of 5 firms

The yellow pages of the local telephone directory will provide the names, addresses and kinds of work done by different industries and businesses in the area.

In making personal contacts with prospective employers, an applicant for a job should consider the following points:

a. He will need to see more employers in the smaller firms than in the larger firms to locate a job opening in his occupation and fitting his qualifications.

b. If the number of job openings in a chosen occupation is too limited within his own community, he may need to enlarge his job search to include other communities. However, making personal contacts with employers over a wide area may be expensive and time-consuming.

c. Applying in person for a job is more effective than phoning or writing, but the applicant should first make an appointment with the employer or his personnel officer.

Summary

At the end of the topic on Identifying Job Opportunities, the instructor should make the following points in summary:

1. There is a continuous turnover of jobs in all communities.
2. A person looking for a job needs to identify where jobs are located which meet his qualifications.
3. He can find information about job openings through Canada Manpower Centres, the newspapers and personal contacts.
4. Locating firms hiring his skills on the local level can be accomplished by personal contact quickly, effectively and inexpensively.
5. Expanding the search to a larger area can be done inexpensively through CMC's and the use of out-of-town newspapers.
6. Successful job search should be considered a full time job and should be given a full working day until suitable employment is found.

At the conclusion of the summary, the second projectual of the set can be used: "There is probably a job opening in your occupation RIGHT NOW!"

PROJECTUAL SET : JOB OPPORTUNITIES

OBJECTIVES #1 and 2:	Identify personal contacts which can be a source of information in job openings; Describe appropriate approaches to and methods of using these personal contacts to identify job opportunities.
STRATEGY:	Discuss the possibility of job vacancies in firms of different sizes in general, and then apply the principle to local firms according to their size.
INTRODUCTION:	*On any given working day, there is a possibility that a business firm will have a job vacancy. Numbers of vacancies will depend on the size of the firm.*

JOB OPENINGS BY SIZE OF FIRM

NUMBER OF EMPLOYEES	POSSIBILITY OF JOB VACANCY
VERY LARGE OVER 100 EMPLOYEES	1 VACANCY PER 100 EMPLOYEES
LARGE 100-75 EMPLOYEES	1 OUT OF 2 EMPLOYEES
MEDIUM 75-20 EMPLOYEES	2 OUT OF 5 EMPLOYEES
SMALL LESS THAN 20 EMPLOYEES	1 OUT OF 5 EMPLOYEES

THERE IS PROBABLY

A JOB OPENING

IN YOUR OCCUPATION

RIGHT NOW !

VII

DATE

NAME

EDUCATION

DEPENDANTS

ADDRESS

AGE

EXPERIENCE

MAKING JOB APPLICATIONS

MAKING JOB APPLICATIONS

OBJECTIVES

Students will learn the written procedures for making job applications. Specifically, students will learn to:

1. Fill in job application forms.
2. Prepare a resumé of training, work experience and personal data.
3. Write a letter of application for a particular job.

OVERVIEW

Students will learn the written skills necessary for filling in job application forms, preparing a resumé and writing a letter of application. Itemized models provide information at each step.

Unit 1 - Completing Application Forms gives instruction and practice in filling in job application forms.

Unit 2 - Preparing Letters and Resumés gives instruction and practice in preparing resumés and writing letters of application.

EVALUATION

Preparation of application forms, a resumé and a letter of application in proper form and content.

UNIT I : COMPLETING APPLICATION FORMS

OBJECTIVES

1. Complete sample application forms for employment by interpreting abbreviations and filling in the necessary information legibly and correctly.
2. Complete the Manpower and Immigration Master Registration form.

LEARNING ACTIVITIES

1. Exercise 1. Complete Application for Employment No. 1

   Projectual Set: Application for Employment Form
   Student's Book: Application for Employment No. 1

2. Exercise 2. Complete Application for Employment No. 2

   Student's Book: Application for Employment No. 2

3. Exercise 3. Complete the Manpower and Immigration Master Registration form.

   Student's Book: Client Instruction for Completion of Master Registration
   Master Registration Form

APPLICATION FOR EMPLOYMENT NO. 1

NAME ____________________ TELEPHONE ____________

ADDRESS ____________________________ AGE ____

MARITAL STATUS ____________ SOC. INS. NO. ____________

CONDITION OF HEALTH ________ WEIGHT ____ HEIGHT ____ SEX ____

NUMBER OF DEPENDANTS ________ WIFE (HUSBAND) WORK? ________

EDUCATION

HIGH SCHOOL GRADE COMPLETED ____ YEAR ____ SCHOOL ________

LIST OTHER EDUCATION:

Course	Year Completed	School

EXPERIENCE: LIST ALL JOBS UNDER THE GIVEN HEADINGS. START WITH MOST RECENT OR PRESENT POSITION.

Employer	Position	From	To	Supervisor

LIST 3 REFERENCES HERE:

Name	Address	Telephone

DATE ____________ SIGNATURE ____________

EXERCISE 1. PROJECTUAL SET: APPLICATION FOR EMPLOYMENT FORM

OBJECTIVE #1: Complete sample application forms for employment by interpreting abbreviations and filling in the necessary information legibly and correctly.

STRATEGIES: Work through and discuss the application form on the projectuals. Note variations which might occur and fill in the best answers to all parts.

INTRODUCTION: *Many job openings these days require you to fill out an application form. If you can't fill it out correctly, you likely won't get the job. Here is part of an application form. This form is in your Student's Book. Find it and we'll work through it together.*

APPLICATION FOR EMPLOYMENT NO. 1

NAME ______________________ TELEPHONE __________

ADDRESS ______________________________ AGE ___

MARITAL STATUS ____________ SOC. INS. NO. ____________

CONDITION OF HEALTH ________ WEIGHT ____ HEIGHT ____ SEX ____

NUMBER OF DEPENDANTS ________ WIFE (HUSBAND) WORK? ________

EDUCATION

HIGH SCHOOL GRADE COMPLETED ____ YEAR _____ SCHOOL __________

LIST OTHER EDUCATION:

Course	Year Completed	School

EXPERIENCE: LIST ALL JOBS UNDER THE GIVEN HEADINGS. START WITH MOST RECENT OR PRESENT POSITION.

Employer	Position	From	To	Supervisor

LIST 3 REFERENCES HERE:

Name	Address	Telephone

DATE ______________ SIGNATURE ______________

EXERCISE 2. Itemized Instructions - Application for Employment No. 2

In this exercise the students should study the model application form and the numbered details before they complete the form. They should read the following explanatory notes in their own books.

Application for Employment No. 2

The first impression many employers will get from you is your application form. If you fill it out correctly and neatly, it will tell him positive things about your aptitudes and reliability and acquaint him with your skills and experiences. Each employer has a form which asks the questions he feels are necessary for his decision. The form we are going to use as an example may be more complicated than most, but it will give you a good idea of the type of questions you will have to answer.

HERE IS A GOOD CHECK LIST TO FOLLOW. When you are finished filling in the form, come back to the list as a guide to checking your form.

1. The form must be accurate.
2. The information must be complete.
3. The information must be honest.
4. The form must be neat.
5. The written instructions must be followed.
6. All responses must be typewritten or written in ink.

The following is a step-by-step set of instructions to fill out the form. Read the information for each number on the instruction page, then complete that part of the application form. Read carefully.

FOR OFFICE USE ONLY	
Possible Work Locations	Possible Positions

APPLICATION FOR EMPLOYMENT ❶

(PLEASE PRINT PLAINLY)

FOR OFFICE USE ONLY	
Work Location ______	Rate ______
Position ______	Date ______

PERSONAL

Date: ❷ ______

Name ❸ ______ Last ______ First ______ Middle Initial ______ Social Insurance No. ❹ ______

Present Address ❺ ______ No. ______ Street ______ City ______ Province

Telephone No. ❻ ______ How long have you lived at above address? ______

Previous address in Canada ❼ ______ No. ______ Street ______ City ______ Province

How long did you live there? ______ Height ______ ft. ______ in ❽ Weight ______ lbs.

Marital Status: ❾ Single ☐ Engaged ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐ Date of Marriage ______

Date of birth ❿ ______ Mo. ______ Day ______ Year ______ Sex M ______ F ______

Number of children ______ Their ages ______ Number of dependents ⓫ ______

Does your wife/husband work? ______ If yes, what kind? ______ His or her earnings $ ______ per week

Do you own your own home? ______ Pay rent? ______ Monthly rent (if you rent) ______ Own a car? ______

Do you have any physical defects that could limit your effectiveness in position applied for? ______ If yes, describe ______

Have you had a major illness in the past 5 years? ______ If yes, describe ______

Have you received compensation for injuries? ______ If yes, describe ______

______

Position(s) applied for ______ Rate of pay expected $ ______ per week

Would you work Full-Time ______ Part-Time ______ Specify days and hours if part time ______

Were you previously employed by us? ______ If yes, when? ______

WORK EXPERIENCE

Please state all the jobs you have held since you started working. Kindly include all part-time or summer employment whilst attending school.

DATE				NAME OF COMPANY OR EMPLOYER	ADDRESS	NATURE OF DUTIES, OR JOB HELD	MONTHLY SALARY	REASON FOR LEAVING
FROM		TO						
MON.	YR.	MON.	YR.					

① Each firm has its own way of filling out the forms. Some firms require both printing and writing. They may use this to see if you follow instructions. Read the instructions at the top of the form carefully. The date is the day you fill out the form.

② On forms where space is not supplied for day, month and year, write out the name of the month in all places a date is requested.

③ They may ask you to list your name in one of several ways. Your last, or family, or surname is usually put down first, but it may be the other way around. They will also want your first and middle name or your first name and initial of your second name. Or they may just want your initials. Be careful. Put down exactly what they ask for. If you have no second name put a small dash in that space.

④ In most cases, you will be asked for your Social Insurance Number. List it the same way it is on your card: three groups of three numbers.

⑤ In the address section, give your normal, complete, mailing address. They may want to offer you a job and they'll want to find you with the least amount of effort.

⑥ Your phone number includes your area code; this application may have to go to a head office.

⑦ Previous address; give the full address and how long you were there.

⑧ Your height and weight are usually requested, but some firms even want the colour of your eyes and the colour of your hair.

⑨ Marital status. Some firms want very accurate information. Some firms don't. If there is a future marriage or divorce ahead of you, put down your status as of the day you fill in the form and a note of potential change.

⑩ Your date of birth. Your sex. This may not seem necessary when, to you, your first name is obviously male or female. Fill it in; the person who reviews this application doesn't like playing guessing games.

⑪ Other dependants. This is the total number of dependants, including children, spouse, parents or others.

FOR OFFICE USE ONLY	
Possible Work Locations	Possible Positions

APPLICATION FOR EMPLOYMENT

(PLEASE PRINT PLAINLY)

FOR OFFICE USE ONLY	
Work Location ______	Rate ______
Position ______	Date ______

PERSONAL

Date: ______

Name ______ (Last) ______ (First) ______ (Middle Initial) Social Insurance No. ______

Present Address ______ (No.) ______ (Street) ______ (City) ______ (Province)

Telephone No. ______ ______ How long have you lived at above address? ______

Previous address in Canada ______ (No.) ______ (Street) ______ (City) ______ (Province)

How long did you live there? ______ Height ______ ft. ______ in Weight ______ lbs.

Marital Status: Single ☐ Engaged ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐ Date of Marriage ______

Date of birth ______ (Mo.) ______ (Day) ______ (Year) Sex M ______ F ______

Number of children ______ Their ages ______ Number of dependents ______

Does your wife/husband work? ⑫ ______ If yes, what kind? ______ His or her earnings $ ______ per week

Do you own your own home? ______ ⑬ Pay rent? ______ Monthly rent (if you rent) ______ Own a car? ______

Do you have any physical defects that could limit your effectiveness in position applied for? ______ If yes, describe ______

⑭

Have you had a major illness in the past 5 years? ______ If yes, describe ______

Have you received compensation for injuries? ______ If yes, describe ______

Position(s) applied for ⑮ ______ Rate of pay expected ⑯ ______ per week

Would you work Full-Time ______ Part-Time ⑰ ______ Specify days and hours if part time ______

Were you previously employed by us? ______ If yes, when? ______

⑱ WORK EXPERIENCE

Please state all the jobs you have held since you started working. Kindly include all part-time or summer employment whilst attending school.

DATE				NAME OF COMPANY OR EMPLOYER	ADDRESS	NATURE OF DUTIES, OR JOB HELD	MONTHLY SALARY	REASON FOR LEAVING
FROM		TO						
MON.	YR.	MON.	YR.					

⑫ They sometimes want to know if your spouse works, what his/her position is, and in some cases, how much he/she makes and how long he/she has been there. The question about his/her salary may seem quite personal, but these applications are treated in confidence and these figures don't become public knowledge.

⑬ A few application forms ask questions about your home or your car. Again, this may seem to be none of their business, but the person who reviews these applications in order to select the ones he wants to interview has very likely never met you or the other applicants. This application form is the only guide he has and he will want to form an opinion about you before he sets up the interview.

⑭ Physical defects or limitations. Most firms want to know about any physical limitations you may have and, if you are in a more remote area, away from complete medical services, they want to know quite a bit of detail. Generally, they want to know about such things as hearing loss, poor eyesight, speech impediments, etc.

⑮ What position do you want? Be specific! An answer like "anything" or "whatever you have open" doesn't really impress employers.

⑯ State the salary you expect. If you feel you should start at the minimum wage level until you get into the swing of things, put it down. A lot of employers are getting wary of people who feel they should start at the top. On the other hand, if you feel you have to have more than the minimum wage in order for you to go to work, state what the minimum salary for you would have to be.

⑰ Do you want to work full or part-time? If you are prepared to work only part-time, say so. Sometimes a part-time job can develop into a full-time job.

⑱ Your past jobs. Be as accurate as you can. Over the years, we sometimes forget salary levels, the address of firms, the starting and finishing dates, but put down as much as you can. The usual practice is to list the last job you had first and go back from there. Be honest in stating your reason for leaving those jobs.

RECORD OF EDUCATION

School	⑲ COURSE OF STUDY (Including Major Subjects)	Years Attended		Check Last Year Completed	Did You Graduate?	List Diploma or Degree
		From	To			
Elementary				5 6 7 8	☐ Yes ☐ No	
High				1 2 3 4 5	☐ Yes ☐ No	
University				1 2 3 4	☐ Yes ☐ No	
Other (Specify)				1 2 3 4	☐ Yes ☐ No	

List any friends or relatives working for us ______________________________ ______________
Name Relationship

⑳ ______________________________ ______________
Name Relationship

Were you ever convicted? ______ If yes, describe in full ______________________________

____

____

㉑ PERSONAL REFERENCES (Not Former Employers or Relatives)

Name and Occupation	Address	Phone Number

Have you ever been bonded? If yes, on what jobs? ______________________________

May we contact the employers listed? ____________ If not, indicate by No. which one(s) you do not wish us to contact ____

____

The facts set forth above in my application for employment are true and complete. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal.

____
Signature of Applicant

⑲ Your education. Again, dates may be hard to remember, but some firms want to know more than just the year. Under the other, or special or night school heading, list the courses that you have taken such as business courses, first aid, technical courses. Don't list hobby courses. For other languages, state whether you are fluent in the use or have a basic knowledge only.

⑳ There are other questions that are required for certain industries such as "do you have any relations working for the company" or "have you ever been convicted". Answer truthfully.

㉑ Finally, what references do you have? References are the people who the employer can call to find out about you. Most firms request that you don't use relatives as a reference and many request that you don't use former employers. Before you use anyone's name, be sure you check with him first. It may just happen that your reference and the firm you want to be employed at are not on the best of terms. Using that reference may do you more harm than good. If you do get the job, be sure to thank the persons you used as references.

When you have completed the form, read it completely over once more. Perhaps you missed a question or did not read the question correctly. Go over the information for each number to see that all the points have been covered.

EXERCISE 3. Manpower and Immigration Master Registration Form

The Master Registration Form used in CMC offices may be difficult for students to fill in. The instructor should study the form first and then spend some time discussing it with the class and explaining what is required. It is not necessary for students to fill in the area on the right hand side of the first page, nor the oval blocks where the CMC fills in coded information. When the students have filled in the form, the instructor should check that each one is correct.

The Master Registration Form reproduced on the next two pages is expected to be changed early in the summer of 1974. Instructors should be able to get copies of the new form, along with instructions on how to complete it, from their local CMC office.

MASTER REGISTRATION FORM

01 SOCIAL INSURANCE NO

02 SURNAME

03 INITIALS

G0000000

05 TITLE 1 ☐ MR 2 ☐ MRS 3 ☐ MISS

06 GIVEN NAME USED

07 DATE OF BIRTH DAY MTH YR.

08 HOME ADDRESS (NO AND STREET)

09 RES CODE

10 MARITAL STATUS 1 ☐ SINGLE 2 ☐ MARRIED 3 ☐ OTHER

11 (CITY OR TOWN)

12 NO OF DEPENDENTS

13 WEIGHT IN LBS

14 HEIGHT FT IN.

15 PROVINCE

16 POSTAL CODE

17 TELEPHONE NO

18 OTHER PHONE NO

19 IN WHAT ZONE(S) OF THIS AREA ARE YOU PREPARED TO WORK (SEE MAP)

A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ K ☐

20 IF YOU WILL MOVE TO GET A JOB WHERE WILL YOU MOVE TO

M ☐ ATLANTIC PROVINCES P ☐ QUÉBEC R ☐ ONTARIO S ☐ PRAIRIES, N.W.T. T ☐ B.C. YUKON X ☐ OTHER

WORK DESIRED

21A (CHECK ONE BOX ONLY) 1 ☐ PERMANENT 2 ☐ TEMPORARY 3 ☐ CASUAL 4 ☐ ANY

21B (CHECK ONE BOX ONLY) 1 ☐ DAYS ONLY 2 ☐ EVENINGS ONLY 3 ☐ NIGHTS ONLY 4 ☐ ANY TIME

21C (CHECK ONE BOX ONLY) 1 ☐ FULL TIME 2 ☐ PART-TIME 3 ☐ EITHER

21D EXPLANATION (IF NECESSARY)

22A DESCRIBE ANY DISABILITY THAT MAY AFFECT YOUR EMPLOYMENT

22B DIS CODE

23A DO YOU QUALIFY FOR VETERANS PREFERENCE 1 ☐ YES 2 ☐ NO

23B IF YES, ARE YOU RECEIVING VETERANS DISABILITY PENSION 1 ☐ YES 2 ☐ NO

24 IF YOU ARE NOT A CANADIAN CITIZEN IN WHAT YEAR DID YOU ENTER CANADA 19

IF REQUIRED FOR WORK DO YOU HAVE

25A AUTOMOBILE 1 ☐ YES 2 ☐ NO

25B TOOLS 1 ☐ YES 2 ☐ NO

25C SAFETY EQUIPMENT 1 ☐ YES 2 ☐ NO

25D DRIVER'S LICENCE 1 ☐ NONE 2 ☐ OPERATOR 3 ☐ CHAUFFEUR 4 ☐ OTHER (SPECIFY)

26A WAGE REQUIRED $ PER

26B CODE

27A LANGUAGES ENGLISH ☐ SPEAK ☐ WRITE FRENCH ☐ SPEAK ☐ WRITE OTHER (SPECIFY) ☐ SPEAK ☐ WRITE

27B S W

28A CAN YOU START WORK IMMEDIATELY ☐ YES ☐ NO

28B IF NOT, WHEN

28C CD

28D DATE AVAILABLE DAY MTH YR.

29A EDUC PRES

29B EDUC FUT

29 EDUCATION	C HIGHEST GRADE COMPLETED	D YEAR IN WHICH COMPLETED	E PROVINCE OR COUNTRY	F LICENCE DIPLOMA CERTIFICATE DEGREE ETC	G AREA OF SPECIALIZATION	H ADDITIONAL DETAILS
J ACADEMIC						
K TRADES TECHNICAL						
L COMMERCIAL						
M TECHNOLOGICAL						
N COLLEGE / UNIVERSITY						
P OTHER						

30 WHAT JOB(S) ARE YOU LOOKING FOR (IN ORDER OF PREFERENCE)

FOR THOSE INTERESTED IN FEDERAL PUBLIC SERVICE EMPLOYMENT

31A WANT JOB WITH 1 ☐ FED PUB SERV ONLY 2 ☐ FED PUB SERVICE OR OTHER EMPLOYER

31B CANADIAN CITIZEN 1 ☐ YES 2 ☐ NO

31C WANT EXAMINATION IN 1 ☐ ENGLISH 2 ☐ FRENCH

32 ARE YOU EMPLOYED 1 ☐ YES 2 ☐ NO

33 SEEKING WORK SINCE DAY MTH YR.

34 IF MEMBER OF PROFESSIONAL ASSOCIATION OR UNION GIVE NAME

35A PRIME OCCUPATION CODE B PS C EX V AT

T TITLE

W NOTES

36 IND EXP D G K N

37 UIC 1 ☐ YES 2 ☐ NO

38 OA 1 ☐ YES 2 ☐ NO

39 PRT

40 CMC REF

41 CD

42 ACTION DATE DAY MTH YR

43 HO

44 REG

45 CMC

46 UNIT

47 P O A C E G J L

48 CD	ACTION DATE	CD	ACTION DATE	CD	ACTION DATE

49 ACT A D G K

50 MUST CHECK 1 ☐

51 CMIP A B

52 CMMP A B

53 CMC REF

54 UNIT

55A ALTERNATIVE OCCUPATION CODE B PS C EX 2

T TITLE

W NOTES

55 ET D G K N

56A ALTERNATIVE OCCUPATION CODE B PS C EX 3

T TITLE

W NOTES

56 CRE D G K N

57A ALTERNATIVE OCCUPATION CODE B PS C EX 4

T TITLE

W NOTES

57 ACT ET CHE D G

57 S C L M N P R S

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WORK HISTORY STARTING WITH YOUR MOST RECENT JOB

JOB TITLE	58A.	59A.	60A.
WORK PERFORMED	B.	B.	B.
NAME OF EMPLOYER	C.	C.	C.
LOCATION	D.	D.	D.
TYPE OF BUSINESS	E.	E.	E.
FINAL SALARY	F. $ PER	F. $ PER	F. $ PER
DATES EMPLOYED	G. FROM MONTH YEAR TO MONTH YEAR	G. FROM MONTH YEAR TO MONTH YEAR	G. FROM MONTH YEAR TO MONTH YEAR
REASON FOR LEAVING	H.	H.	H.
NAME OF EMPLOYER	J.	J.	J.
LOCATION	K.	K.	K.
TYPE OF BUSINESS	L.	L.	L.
FINAL SALARY	M. $ PER	M. $ PER	M. $ PER
DATES EMPLOYED	N. FROM MONTH YEAR TO MONTH YEAR	N. FROM MONTH YEAR TO MONTH YEAR	N. FROM MONTH YEAR TO MONTH YEAR
REASON FOR LEAVING	P.	P.	P.

Manpower and Immigration Main-d'œuvre et Immigration

MASTER REGISTRATION

AN 701E-S (10-72)

DATE SIGNED

SIGNATURE OF CLIENT

ÉGALEMENT DISPONIBLE EN FRANCAIS (FORMULAIRE MAN 701 F-S)

UNIT 2: PREPARING LETTERS AND RESUMÉS

OBJECTIVES

1. Prepare a resumé of training, work experience and personal data following a model resume.
2. Write a letter of application for a given job opening following the format and content of a given model letter.

LEARNING ACTIVITIES

1. Exercise 1. Work through the itemized model resumé with students and discuss it until clear.

   Student's Book: Itemized Model Resumé

2. Exercise 2. Have students prepare a resumé of their own personal data, education, training and experience following the model.

   Student's Book: Preparing a Resumé

3. Exercise 3: Work through the itemized instructions for writing a letter of application with students.

   Student's Book: Itemized Model Letter of Application

4. Exercise 4. Have students write a letter of application for a given job opening. Newspaper advertisements are provided in the student's book.

   Student's Book: Writing a Letter of Application
   Form of Application Letter

5. Exercise 5. Optional. Students prepare a letter and resumé package using the prepared resumé and a covering letter written in response to a given newspaper advertisement.

   Student's Book: Written Application Techniques

EXERCISE 1. Itemized Model Resumé

The students should read the following notes in their own books before they discuss the model resumé with the instructor:

A resumé is a summary of your personal information such as age, sex, marital status, health, your education and training, your work experience and usually the names of your references. A resumé must be directed to a prospective employer.

The summary of your work experience and your achievements may become one of the most important things you prepare in your job search. You should use an accepted model and write it carefully.

A good resumé will help in the following ways:

1. It will create a favourable impression with an employer.
2. It may excite the interest of an employer.
3. It will outline your personal characteristics and point out your qualifications.
4. It will focus attention on your special abilities.
5. It will give you the best opportunity to be hired for a job that suits your qualifications.

HERE IS A CHECK LIST TO FOLLOW when preparing your resumé. Look back at the list after you have done yours to see that all the points are covered.

It should include:

1. Personal information - name, age, sex, full address, marital status, family and dependants, state of your health.
2. Education and training information - education level completed, special training, certificates, diplomas, degrees, etc., with dates received.
3. Experience - your work experiences with brief descriptions of your duties and responsibilities for each job you have held.
4. Reference - list of names of persons who can tell the employer about your characteristics, education and work experience.

This resumé can be a model for resumés you may want to prepare to help you find employment in the future.

RESUMÉ OF

STEPHANIE JOAN LAMBERT ①

2206 - 6th Avenue East
Maple Leaf, Saskatchewan
S9V 2E7 ②

Telephone: (306) 858-4579 ③

THE PARTS OF A RESUMÉ

A The Cover Page

The resumé often contains a title or cover page which gives the following information:

① Your full name.

② Your full mailing address including postal code.

③ Your telephone number, including area code.

This page gives the prospective employer all the information needed to contact you if he wishes an interview. It also places this information immediately in front of him.

B

Stephanie Joan Lambert ①

2206 - 6th Avenue East
Maple Leaf, Saskatchewan S9V 2E7 ②

Telephone: (306) 858-4579 ③

EMPLOYMENT OBJECTIVE ④

Salesclerk in the retail sales of floral specialties, gifts or fabrics.

WORK EXPERIENCE ⑤

Meeting and Dealing with People

During my employment as a salesclerk, I was recognized by the Department Manager for my ability to handle difficult customers. As a switchboard operator, I gained a reputation for my tact. As a housewife for the past 12 years, I have had to use tact and discretion in a variety of difficult situations.

Through my involvement in community work over the past 5 years (meals-on-wheels program - delivering food to shut-ins) I have had to meet and work with many people and I was particularly praised for my patience with the sick. As convenor for my hobby club, I was responsible for maintaining a roster of the members; then I had to contact them when it was their turn to donate lunch.

Ability

At home I have learned to operate and maintain a variety of equipment - washer, dryer, stove and many small appliances. I learned to make temporary repairs to small appliance wiring. An eager learner, I have become an excellent cook and have been praised for the originality of my menus and quality of meals.

In order to attend night classes in ceramics and sewing and to participate in community work, I learned to drive in just 4 lessons (I hold a valid driver's licence). I took up ceramics and quickly learned molding techniques, the application of color and glaze and the operation of the kiln. In sewing, I was complimented for my progress and application of techniques.

B Body of the Resume

In the upper left-hand corner, the information which was on the title page is repeated.

① Your full name.

② Your complete address.

③ Your telephone number.

④

EMPLOYMENT OBJECTIVE

A short statement of your goals or what you wish to do on the job.

⑤

WORK EXPERIENCE

This can be arranged:

a. by subject as shown in the example; or

b. by actual jobs held in your work experience. If this method is used you should:

   i. always list you last job first, working back toward your first job.

   ii. place the dates where they can be seen easily.

Example

Truck driver-mechanic - Arctic Oil Company. April, 1970 - Present. Driving water truck to oil drilling rig. Routine maintenance and lubrication to truck. Supervisor - H.A. Cartier.

Taxi driver - White Cab Co. July, 1969 - March, 1970. Driving taxi in city on various shifts. Handling cash and keeping books of car maintenance records. Left to accept job with the oil company. Supervisor - J.H. White.

B Body of Resumé (cont'd.)

⑥

RELATED EXPERIENCE

Experiences that you have had outside of paid jobs that prepare you for employment. These could be hobbies, school activities, etc.

⑦

EDUCATION

List all education and training courses taken. Include:

a. type of training or education.

b. place of training (if college or technical school, list city name).

c. whether you completed course of study or not.

d. date of completion (year only).

⑧

PERSONAL DATA

State pertinent information briefly about yourself.

⑨

REFERENCES

Name people who know you and your work and can tell prospective employers about you. Include:

a. name.

b. address.

c. occupation.

d. telephone number (if you know it).

Obtain permission to use a person as a reference.

Handling Money

An important aspect of being a good homemaker is making the most of the family income. To do this, I plan all purchases of food, clothing and household items, compare price and quality, then make purchases using cash, cheques or credit card. In the home, I share the responsibility with my husband for paying bills and budgeting the income.

As convenor for the hobby club, I am required to collect and count cash at each meeting, make bank deposits and report the balance to club members.

I had to handle cash, cheques and credit purchases and was responsible for my cash float when I worked as a salesclerk.

RELATED EXPERIENCE ⑥

In school, I learned to type and use the adding machine. I have developed a good knowledge in matching colors and materials. I have developed my ability to prepare and arrange pleasing displays.

EDUCATION ⑦

Completed Grade 11, 1958
Completed evening course in ceramics, Community College, 1970
Completed evening course in sewing, Community College, 1972

PERSONAL DATA ⑧

Age - 32
Height - 5'4"
Weight - 115 lbs.
Health - excellent
Marital Status - married, 2 children, ages 7 and 11
Interest - ceramics, sewing and community work

REFERENCES ⑨

Mr. John SMYTHE
Manager
Tru-Value Mart
Rosthern, Saskatchewan

Tel. (306) 205-7649

Mrs. T. CHECKERS
Operations Supervisor
C.N. Communications
Camloops, Saskatchewan

Tel. (306) 295-3321

Mrs. Janet BLAIRE
1515 Maple Drive
Maple Leaf, Saskatchewan

Tel. (306) 765-8693

EXERCISE 2. Preparing a Resumé

Have the students prepare a resumé of their own personal data, education, training and experience following the model which they have just studied. The student's books have blank pages for this purpose.

EXERCISE 3. Itemized Model Letter of Application

The students should read the following notes in their own books before they discuss the model letter of application with the instructor:

The letter of application may be the first sample of your work which a prospective employer sees. From it he will form an opinion about you, your attitudes and abilities. Remember, he may read it before he has even met you, or before he reads a resumé of your qualifications and before he sets a date for a job interview. The letter should leave the employer wanting to know more about you and looking forward to reading your resumé and an interview with you.

HERE IS A GOOD CHECK LIST TO FOLLOW when writing job application letters. Look at the list again after you write your letters.

1. Be brief and to the point.
2. Clearly identify the job you are applying for.
3. State your training and experience.
4. Ask for a job interview.
5. Provide the necessary information to contact you.
6. Write it on one page.

410 Tenth Street East
Hantsport, Nova Scotia ①
B6N 4K2
November 9, 1973

Mr. John Reede
Personnel Manager
Reede's Electric ②
624 Maine Street
HANTSPORT, Nova Scotia

Dear Sir: ③

Please consider my application for the job of electrical repairman, advertised in Friday's Beacon. I believe that my training and experience have prepared me to handle the job to your satisfaction. ④

I am 30 years old, married and have two children. I completed my grade ten at the Fairview High School in May of 1964. Since then, I have taken a 32-week Electrical Construction course at the Tech. For the past four years, I have been employed by Mr. J. Doe as a helper in his Repair-It-Right Electric Shop. I have also worked as a transit operator and a maintenance man. ⑤

Enclosed you will find a complete job and personal resumé which includes references. ⑥

I would appreciate an opportunity to discuss the job with you at your convenience. I can be contacted by telephone at (Area Code 902) 864-3291. ⑦

Sincerely yours,

Robert Smith ⑧

Robert Smith

enc.

① RETURN ADDRESS AND DATE. Give your full mailing address and the date you are writing the letter. The month is written in full and not abbreviated.

② INSIDE ADDRESS - This is placed at the left margin but lower than the date. It includes:

a. the name of the person to whom you are writing (sometimes the name is not given).

b. the title or position of the person

c. name of the organization or business.

d. the full address.

Notice the punctuation in all parts.

③ GREETING - The greeting should be the standard business address such as "Dear Sir:" or "Dear Madam:". In the case of applying where "Apply to the Manager" is advertised, "Dear Sir:" is the most appropriate. If no name or position is given and you have the name of the organization only, then direct your letter to "The Manager" in the inside address and use "Dear Sir:" in the greeting.

④ THE POSITION APPLIED FOR - Give the name, number (if known) or description of the job as it appeared in the advertisement. Also state where you learned of the job opening.

⑤ QUALIFICATIONS - Give the important details of your qualifications particularly as they relate to the position you want. If you can, show that you have the qualifications asked for in the advertisement. This is the most important part of the letter. You want the employer to be interested in your qualifications so that he will want to know more about you.

⑥ ENCLOSURES - State in a sentence or two what you are enclosing with the letter.

⑦ REQUEST FOR AN INTERVIEW - Show that you wish to have a job interview and show that you can be available. State any times you are not available due to work, or other reasons.

⑧ CLOSE - Include a complimentary close such as "Sincerely yours" or "Yours truly", sign with your signature and type or print your name. The "enc." at the left means "enclosures" which indicate that you are sending something with the letter. In this case a resumé is enclosed.

EXERCISE 4. Have the students write a letter of application for a given job opening. Newspaper advertisements and a space for writing the letter are provided in the student's book. They should follow the form of the application letter below.

FORM OF APPLICATION LETTER

(Your Street Address)
(City, Province)
(Postal Code)
(Date) ①

(Name of Employer)
(Street Address or Box Number) ②
(City, Province)
(Postal Code)

Dear Sir: (or Dear Mr. ----) ③

____
________ (Position Applied For) ________ ④
____.

____
________ (Your Qualifications) ________ ⑤
________ (Training and Experience) ________.

____
________ (Enclosures, If Any) ________ ⑥.

____
________ (Request For An Interview) ________ ⑦.

Sincerely yours,

(Your Signature) ⑧

enc. (Your Name Printed)

EXERCISE 5. Written Application Techniques

This is an optional exercise which some students may want to do for extra practice if there is time. The students should read through the following notes in their own books before they write the resumé and covering letter:

Sometimes the best way to make application for a job is by using a resumé and sending a letter along with the resumé. The purpose of the resumé, of course, is to outline your qualifications and experience to the employer. The purpose of the letter is to bring the resumé to his attention and point out your qualifications for the job. Here is an example of the content for such a letter.

> *Please consider my qualifications and experiences as outlined in the attached resumé in application for the position of __________ which you have advertised in the __________ __________.*
>
> *You will notice that I have experience in the type of work mentioned in your advertisement. I enjoy this type of work and would like to continue in it.*
>
> *I can come for an interview at your convenience any day after 3:00 p.m.*

Write a resumé and a covering letter in application for one of the following jobs. Do your work on separate pieces of paper, but keep them as models when they are completed. If you prefer, choose a job advertisement from the local newspaper instead of one of these.

SHOE DEPT.

An experienced person is required for permanent employment selling a full line of men's and women's shoes. Good wages. 40 hour week. Write with full details to:

Manager
Williams Limited
2461 Main Street

PRINTING SHOP

A person is wanted to train as a general worker in a growing commercial printing shop. Some experience helpful but not necessary. Good opportunity for advancement. Good working conditions. Apply in writing to:

City Litho Ltd.
1785 Northwest Blvd.

RELIABILITY

INCOME

EFFICIENCY

RESOURCEFULNESS

VACATION

WORK

RETIREMENT

VIII

EXPLORING JOB EXPECTATIONS

EXPLORING JOB EXPECTATIONS

OBJECTIVES

Employers and employees have expectations of each other in all cases. Satisfactory employment for both parties is contingent upon the measure of the way these expectations are met. In this topic, the student has an opportunity to identify normal employer expectations, evaluate himself against them and explore ways of changing his behaviour to be better prepared for employment. Specifically, students will:

1. Identify employer and employee expectations which are normally associated with a satisfactory employment situation.
2. Evaluate behaviour in relation to employer expectations.
3. Plan changes in behaviour as required in relation to employer expectations.
4. Practice behaviours which are expected of employees in most jobs.

OVERVIEW

In this topic, instructors and students discuss various employment situations with specific reference to the expectations of both employers and employees. After identification of accepted behaviours, students evaluate their own behaviour against them and plan ways to change. The instructor should make reference to the practices of students with regard to punctuality, appearance, dependability, initiative and other characteristics as displayed while attending the course. The experiences are organized into two units of study:

Unit 1 - Identifying Job Expectations is essentially an information gathering experience to find, list and describe the behaviours expected of employees.

Unit 2 - Practising Employee Roles includes a self evaluation and experiences to assist the student to plan changes in his behaviour patterns to meet expectations.

EVALUATION

A check list of personal traits is completed by the student, appropriate sections in the Student's Book are completed, and the plan for changed behaviour (if required) is prepared.

UNIT I : IDENTIFYING JOB EXPECTATIONS

OBJECTIVES

1. Identify employee expectations of an employer which are associated with working conditions, returns, advancement prospects, stability, personal relationships and supervision.

2. Identify employer expectations of an employee which are associated with dependability, skills, initiative, judgement, work habits, interpersonal relationships and appearance.

LEARNING ACTIVITIES

1. Exercise 1. Job Expectations - What the Employee Expects. Discuss job expectations from the point of view of the employee. Read the ten expectations described in the Student's Book.

   Student's Book: What the Employee Expects

2. Exercise 2. Job Expectations - What the Employer Expects. Discuss job expectations from the point of view of the employer. Read the ten expectations described in the Student's Book.

   Student's Book: What the Employer Expects

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EXERCISE 1. Job Expectations - What the Employee Expects

Begin the exercise with a brainstorming discussion in which students tell freely what conditions and rewards they expect to find on a job.

The instructor should ensure that the following ten points are covered in the discussion. Not all jobs have all of these characteristics, but they can be thought of as average conditions which probably result in a satisfactory job from the employee's point of view.

1. The Nature of the Job. Employees find that the ideal job is one that matches their personal qualifications with those required by the job. The match should include physical abilities, interests, emotional needs, aptitudes, abilities and training.

2. Working Conditions. One of the first conditions that an employee can expect on the job is to be provided with a safe, clean place to work. Although some types of work will be associated with certain hazards, it is the responsibility of the employer to see that unsafe conditions are reduced to a minimum and that each of his employees is provided with the proper tools and equipment to perform quickly and efficiently the tasks he is hired to do.

3. Hours of Work. Employees prefer jobs that have regular working hours. Jobs that have regular hours (even though shift work may be involved) that allow for a well-balanced life including time for family activities and recreational activities are usually chosen even when the opportunity to earn more goes with longer hours.

4. Pay and Other Benefits. It is quite normal for jobs to be evaluated in terms of pay and other benefits. The pay should reflect the employee's skills, abilities and training. Sometimes benefits provided by the company are worth more to the employee than the actual salary. In examining a prospective job, a person should become as familiar with the benefits associated with the job as with the basic pay schedule. Benefits include such things as vacations, pension schemes, sick leave, profit sharing and others.

5. Advancements at Work. One aspect that often affects a person's outlook toward a job is the opportunity that the job affords him for promotion. Workers are usually better satisfied if they are fully aware of the basis on which promotions are made. Often, employees expect employers to seek people for management positions from the existing staff before looking outside the company.

6. Future Prospects. Closely associated with pay and other immediate benefits is the consideration of what future prospects the job offers its employees. Employees ask, "Will it provide steady employment?", "Is it reasonably certain that the job will be able to provide for the future, for the growth of my family, and for my retirement?".

7. Working Associations. Most jobs provide employees with benefits that have nothing to do with the salary. These include off-the-job recreational and social activities for the staff. Our work life occupies a major part of our time and the people we associate with at work form a social group which is very important to job satisfaction. Besides the informal associations, there are often company social clubs, recreation clubs and in some cases professional or trade associations.

8. Participation. An employee likes to be able to make suggestions to solve problems which arise in his work. In this way, he can contribute to the success of his group, his job and the firm he works for.

9. Supervision. Conscientious and fair supervision where an employee feels that the supervisor maintains his best interests at heart are essential for employee satisfaction. He must be able to feel that he can go and discuss his job and any difficulties he is having on the job with somebody in authority.

10. The Company. A worker gains prestige as the company he works for gains and holds prestige in the community. In order to have the maximum benefit, an employee needs to pick a company of which he can be justifiably proud.

EXERCISE 2. Job Expectations - What the Employer Expects

Begin the exercise with a brainstorming discussion in which students take the point of view of the employer and tell what behaviours and characteristics he should be able to expect from his employees.

The instructor should ensure that the following ten points are covered in the discussion. Employees who meet these expectations are generally considered to be "good", and a satisfactory employment situation is the result for both employees and employers.

1. Skills. The knowledge and the abilities to perform assigned tasks are known as skills. All jobs require different skills at different levels. Knowing and being able are the basis for any employment. They are necessary to get and keep any job.

2. Dependability. An employer who provides a person with a job is paying for some type of productivity. One of the more important things that he expects of an employee is dependability, or the willingness of that person to produce what he has agreed to. Dependability can be displayed by being at work regularly; being on time; sticking to an assigned task; abiding by company policy; making an honest account of company monies and materials and meeting work deadlines and schedules.

3. Industriousness. Industriousness is knowing your own job, and getting at it without being prodded or constantly watched. An industrious person is a self-starter who can work with a minimum of supervision and can use initiative in starting and finishing a task.

4. Enthusiasm. Enthusiasm is a genuine interest in the job that causes a person to enjoy the job and to make his association pleasurable to those around him.

5. Decision-Making. The ability to make a decision and carry it through is the mark of a mature individual. It involves getting the facts, considering the consequences, and applying judgement before one acts. Employers may give directions, but no matter how detailed directions or procedures are, employees have to make decisions. Employers expect good judgement in decision situations.

6. Working Habits. The quality of work that a person produces is often related to his working habits. Good employees maintain habits such as neatness and accuracy.

7. Friendliness. The employee who is friendly by nature and who can get along with others makes his work and the work of those around him easier. Most employees are going to spend about a third of their day at work. They appreciate this time being spent near a friendly person, rather than a grouch.

8. Teamwork. Closely allied with the quality of friendliness is the ability to work with other people toward the accomplishment of an assigned task. One person who is uncooperative can destroy the effect of a large team of people. Teamwork involves:

    a. Not shirking one's portion of an assignment.

    b. Respecting the work and the contributions of other members of the team.

    c. Not seeking personal advancement or recognition from the work of the entire team.

9. Attention to Safety Factors. When a man is working with a group of people, his actions and observations might not only keep him from being injured, but other members of the staff as well. Carelessness to safety factors can disrupt entire operations, cause injuries, and cost employers unnecessary expense. An employee should remember always to leave his working area in a safe condition.

10. Appearance. - The first mark of good appearance on a job is to be dressed appropriately for the job you are to do. Some jobs require a business suit, while others require heavy close-fitting clothing. Good grooming is also important. Appearance involves dressing and grooming in such a manner that you do not seem out of place while you are on the job.

UNIT 2 : PRACTISING EMPLOYEE ROLES

OBJECTIVES

1. Evaluate behaviours related to expected employee roles, using a check list of personal job traits.
2. Identify personal traits which would require change to meet employer expectations.
3. Plan, by listing activities, to change personal traits to meet employer expectations.
4. List employer expectations in preparing for an employment interview in a given situation.

LEARNING ACTIVITIES

1. Exercise 1. Students identify behaviours which meet employer expectations and those which do not, and they complete check lists of personal traits and past performance.

   Student's Book: Personal Job Traits
   Check List of Personal Job Traits
   Past Performance Check List

2. Exercise 2. Students rate their own ability to meet employer expectations, and they make a plan to change the behaviours which do not meet accepted employer expectations by listing activities to be carried out.

   Student's Book: Planning Self-Development

3. Exercise 3. Students identify employee and employer expectations for a particular job, and they list criteria which an applicant should be able to meet in an interview for the job.

   Student's Book: Identify Job Expectations
   Preparing for the Interview

EXERCISE 1. **Check List of Personal Job Traits**

		Always	Sometimes	Never
1.	Is your personal appearance neat?	☐	☐	☐
2.	Are you conscious of appropriate dress?	☐	☐	☐
3.	Are you neat and orderly in your work?	☐	☐	☐
4.	Do you get to work on time?	☐	☐	☐
5.	Do you feel responsible for jobs assigned to you?	☐	☐	☐
6.	Do you seek to perform jobs assigned to you to the best of your ability?	☐	☐	☐
7.	Do you follow directions willingly?	☐	☐	☐
8.	Can you work without constant supervision?	☐	☐	☐
9.	Are you friendly to other members of the staff and employer?	☐	☐	☐
10.	Do you complete jobs which you start?	☐	☐	☐
11.	Are you willing to learn new skills?	☐	☐	☐
12.	Can you continue to work without becoming bored or discontented?	☐	☐	☐
13.	Can you stand pressure?	☐	☐	☐
14.	Are you easily upset or nervous?	☐	☐	☐
15.	Do you respect fellow workers and their jobs?	☐	☐	☐
16.	Can you cooperate with fellow workers?	☐	☐	☐
17.	If you don't understand instructions, are you willing to ask for more details?	☐	☐	☐
18.	Do you respect your supervisor and the job he has to do?	☐	☐	☐
19.	Can you accept criticism?	☐	☐	☐
20.	Can you accept praise?	☐	☐	☐

Evaluation: How many checks did you put in each box?

Always ☐ Sometimes ☐ Never ☐

* If you have 0 in "Never", you will probably meet employer expectations in most jobs.

* If you have up to 4 in "Never" and several in "Sometimes", you need to look at those weak points. They could cause you trouble in getting and keeping a job.

* If you have 5 or more in "Never" and several in "Sometimes", you may not get a job, or if you do get a job, you will probably not be able to keep it.

Past Performance Check List

In your last three jobs (or in the last three years):

	Yes	No
1. Have you ever quit a job without giving the employer notice?	☐	☐
2. Have you missed work for reasons other than sickness, which put the employer in an uncomfortable position?	☐	☐
3. Has anger ever made a marked change in your working ability?	☐	☐
4. Have you ever been ineffective on the job because of a drinking habit?	☐	☐
5. Have you ever been scolded or dismissed because of failure to do your job well?	☐	☐
6. Have you ever had an accident on the job because of your carelessness?	☐	☐

Evaluation: If you answered YES to any of these, you may have trouble getting and keeping a job.

EXERCISE 2. Planning Self-Development

The students rate their ability to meet employer expectations on the following scale, and then they fill in the chart following it. The instructor may need to help students to fill in the forms. Individual students may also want to discuss their characteristics privately with the instructor and receive his advice on things which they should change.

Self-Rating Scale

		Low				High
1.	Skills	1	2	3	4	5
2.	Dependability	1	2	3	4	5
3.	Friendliness	1	2	3	4	5
4.	Teamwork	1	2	3	4	5
5.	Attention to Safety	1	2	3	4	5
6.	Appearance	1	2	3	4	5
7.	Decision-Making	1	2	3	4	5
8.	Enthusiasm	1	2	3	4	5
9.	Industriousness	1	2	3	4	5
10.	Working Habits	1	2	3	4	5

Things Which I Should Change:	How I Plan To Change Them Within The Next 30 Days:

EXERCISE 3. Preparing for an Interview

Each student will choose a job they have already worked at, a job they want to get, or one of the jobs described in the Student's Book in the section Identify Job Expectations and then follow these steps:

1. Make a list of expectations which he thinks he would have to meet to get a job.
2. Make a similar list that a job would have to provide to satisfy him.
3. Compare the two lists and discuss them with the instructor and the rest of the class.
4. In the section Preparing for the Interview in the Student's Book, make a personal list of criteria which an employer could reasonably expect an employee to meet at a job interview.

IX

HANDLING JOB INTERVIEWS

TIME

PLACE

QUESTION

APPEARANCE

MANAGER

DRESS

ANSWER

ATTITUDE

HANDLING JOB INTERVIEWS

OBJECTIVES

Whether in a formal employment interview or in a simple personal contact situation, a job applicant requires interviewing skills. In this topic, students will learn and practise some employment interviewing techniques. Specifically, students will:

1. Identify and use proper listening and questioning techniques in an interview situation;
2. Identify proper interview techniques by evaluating given interview situations on tape and film;
3. Demonstrate proper interview techniques when role-playing as a job applicant in simulated job interviews with the instructor and other students.

OVERVIEW

In this topic, students draw together all their experiences, as they complete the job research part of the course by preparing for a job interview. The topic is divided into two units of study:

Unit 1 - Interviewing Techniques provides experience for the student to identify and evaluate good and bad interview techniques.

Unit 2 - Interviewing Practice provides role-play situations which simulate employment interviews.

EVALUATION

Appropriate sections of the Student's Book should be completed. Role-play performance should be evaluated by instructors and students.

UNIT I : INTERVIEWING TECHNIQUES

OBJECTIVES

1. Identify and evaluate listening and questioning techniques as they apply to employment interviews;
2. Identify factors which affect an employment interview and prepare a checklist of interviewing tips.

LEARNING ACTIVITIES

1. Exercise 1. Students listen to the audio tape, Job Interviews, and discuss each applicant's performance.

   Student's Book: Job Interviews

2. Exercise 2. Students read and discuss Tips for a Successful Job Interview.

   Student's Book: Tips for a Successful Job Interview

3. Exercise 3. Students view and discuss the film Listening Techniques from Topic I.

   Student's Book: Filmed Interview

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EXERCISE 1. Audio-Tape "Job Interviews"

1. The purposes of this tape are:

   a. To provide a model for a successful interview with a prospective employer, drawing attention to the main parts of the interview and what should be included in each:

      Opening: Introduce self
      Identify job applied for
      Use the interviewer's name

      Responding: Let interviewer lead
      Answer carefully
      Remember the job you are applying for, and try to relate your answers to it

      Adding: Provide any further useful information that has not been given in response to questions. (Make an opportunity to do this if there is further information, even if the interviewer does not invite it.)

      Closing: Know when the interview is over
      Thank the interviewer for his time
      Say good-bye
      Use the interviewer's name

   b. To demonstrate some pitfalls in an observable way;

   c. To provide some basic information about job interviews before the students are expected to role-play such interviews;

   d. To emphasize the need to prepare for a job interview:

      by finding out what the duties are
      by thinking about your own qualifications and relating them to the duties;

   e. To help the students focus on the points raised and remember them, by having the students engage in guided discussion.

2. Content of the audio-taped interviews:

   a. The tape includes 3 selected interviews and the subsequent conversation fo the interviewer with one of his friends. The best model of an interview (Charlie Reade) is re-recorded after the sum up by the employer so that a second discussion of the good model can take place.

   b. The job: Night supervisor-cook for a 24-hour pizza house, 12 - 8 a.m. (take-out only).

c. The interviewer: Mr. Phillips, the owner of the pizza house.

d. Applicants: Charles (Charlie) Reade, Applicant A
Walter (Wally) Harrison, Applicant B
Bonnar (Bongo) Smith, Applicant C

The applicants all have a common background: they are just out of school; they have finished Grade 11; they speak English fluently; they live at home.

e. Individual descriptions:

First, Applicant A (Charlie Reade)

A young man with a firm voice, who introduces himself quietly and identifies the job he is applying for. He answers the questions carefully, making the most of his qualifications and relating them to the requirements of the job. He reveals that he has visited the establishment during the night shift, as a customer, to see the operation and clientele. He was a newspaper boy for 7 years, has done delivering for a neighborhood grocery store on Saturdays, and mentions that in school chemistry and mathematics were his favourite subjects. He says he has no experience at cooking, except that he has had to get his own breakfast occasionally; then laughs and says that on those days he usually has orange juice and coffee!

Second, Applicant B (Wally Harrison)

A bashful, quiet, young man who seems to lack self-confidence. He doesn't make the most of his qualifications in the interview, doesn't ask any questions, doesn't "add anything" when the opportunity occurs. Doesn't introduce himself at beginning of interview, doesn't thank interviewer for his time. Gives an impression of not having enthusiasm or initative. Has worked in a hamburger place after school, cooking hamburgers and hot dogs.

Third, Applicant C (Bongo Smith)

A loud boisterous young man, who practically takes over the interview. He fails to introduce himself; tells the owner, "I'm just the man you're looking for." He asks the owner about wages and fringe benefits, and while the owner is explaining, interrupts him to say, "Have you got a match?" Later: "What kind of customers do you get here in the late hours?" ... Then interrupts the answer with: "Don't worry about it - if any bouncing needs to be done, I'm the boy that can do it." Has had 3 after-school jobs in the last 6 months, as a truck loader, a theatre usher and a helper in the kitchen of a take-out doughnut shop.

3. Method of using the taped interviews:

   a. The instructor explains the purposes of the taped interviews.

   b. The students and instructor listen to Interview A, and discuss it. (Probably little discussion; some positive points should be brought out.)

   c. The students and instructor listen to Interview B, and contrast it with A. What did the applicant omit? What kind of impression did he give?

   d. The students and instructor listen to Interview C, and contrast it with A and B. What did the applicant omit? What kind of impression did he give?

   e. The students and instructor listen to a conversation between the owner-interviewer and a friend who also owns his own business. He talks about Interviews B and C, giving colourful descriptions and impressions, saying he had decided to hire Applicant A. He describes how the latter conducted himself, and mentions the kind of service he expects this young man will be able to give him.

   f. The students and instructor listen to Interview A again and discuss the strong points and reasons for the applicant's success in getting the job.

AUDIO-TAPE SCRIPT - JOB INTERVIEWS

Interview #1: Employer - Stan Phillips
Applicant - Charles Reade

Knock

PHILLIPS: Come in.

READE: Good afternoon, sir, My name is Charles Reade, I'd like to apply for your night supervisory position.

PHILLIPS: Hello, Charles. I'm Stan Phillips. Have a seat.

READE: How do you do, Mr. Phillips. Thank you.

PHILLIPS: Um. Where did you learn about our job opening?

READE: I read about it in the Want Ad column in the newspaper. I have a pretty fair idea what it's about, but I'd like to hear a little more.

PHILLIPS: Well, just briefly, we're looking for a man who can take over the night shift, - that would be twelve to eight a.m., and supervise the staff as well as the cooking and preparation of the pizzas, also someone who can look after the cash receipts and keep a record. Now perhaps you can tell me a little bit about yourself. How far have you gone in school?

READE: I have currently completed my grade eleven at high school in the neighbourhood here. I think I would like to work ahead and maybe complete my grade twelve through correspondence or something if I can find a job.

PHILLIPS: Have you held any other jobs while you were going to school?

READE: Yes, I have. I was a newspaper delivery boy for seven years and fairly recently I've been working on Saturdays delivering for a neighbourhood grocery store.

PHILLIPS: What sort of duties did your delivery job entail?

READE: Well, I had to meet with a lot of people, a lot of customers and the public and be outdoors running from place to place delivering, especially the grocery delivering on Saturdays. And I had to handle the cash from those deliveries, and as a newspaper boy, I had to do my weekly collections of the cash.

PHILLIPS: I see, excellent. Perhaps you can tell me what you liked best about this last job which you held.

READE: At the grocery store delivery job?

PHILLIPS: Yes.

READE: I really enjoyed being out meeting people, and carrying groceries into the kitchen and having a few words with the housewife, and asking how things were going but what I didn't like most of all was being outside, rain or shine. I was there with the groceries in cold and hot and wind and so I didn't like the outside part of the work, but I enjoyed the customer relations and handling the cash and those parts of it.

PHILLIPS: I see. Tell me, what do you do in your spare time, Charles?

READE: Well, I live at home with my parents and I spend a lot of my time sort of alone in my bedroom reading and I watch some TV and I go out now and again and I have a few hobbies, too. I have a microscope that I like to play with and things like that.

PHILLIPS: So you keep yourself quite busy when you're not studying or working?

READE: Yes, I do.

PHILLIPS: Do you have any particular questions about the job that you are applying for? Perhaps something that wasn't in the newspaper advertisement?

READE: Well, Mr. Phillips, I'd like to maybe find out a little bit about the remuneration that's involved.

PHILLIPS: Well, the starting salary is $85.00 a week, and that would be open to revision after a three-month trial period.

READE: I see. I see. That sounds fair.

PHILLIPS: Have you ever done any cooking, Charles? Are you interested at all in cooking?

READE: Well, the only occasion that I have ever had to prepare food is my own breakfast now and again and I have to admit that when that is the case, it usually comes down to orange juice and coffee.

PHILLIPS: (Laughter) Yes, I'm about the same when my wife leaves me to get my own meals. I asked that, however, because part of the duties would be for the supervisor to learn to oversee the preparation and the cooking of pizzas.

READE: Well, sir, as a matter of fact, I dropped in here last night about 3 o'clock and I watched the man that you have now as night supervisor and sort of got the feel of the place and saw what he did for a while and it looks like something that I could enjoy.

PHILLIPS: I'm very pleased to hear that. Um, well, thank you very much for coming and speaking to me, Charles. Please leave your phone number with my secretary on your way out, and I will be in touch with you before the end of the week.

READE: Well, thank you very much, Mr. Phillips, it was nice meeting you.

PHILLIPS: Good-bye now.

READE: Good-bye.

Interview #2: Employer - Stan Phillips
Applicant - Walter Harrison

PHILLIPS: Come in! I'm Stan Phillips.

HARRISON: Hi, I'm Wally Harrison.

PHILLIPS: Hello Wally, have a seat please.

HARRISON: Thank you.

PHILLIPS: What can I do for you?

HARRISON: I saw your advertisement in the paper about the job and I was kind of interested in it.

PHILLIPS: Oh yes, I see. Well, perhaps I could describe a bit of the job to you. We're looking for a supervisor, someone for our night shift, to take over from 12 to 8 a.m. We require someone to direct and supervise the work of two helpers. These two personnel prepare the pizzas, bake them, box them and we also require someone who would be responsible for the cash receipts, for the cash coming in from the customers as well as from delivery boys and general supervisory duties around the kitchen and shop. Does this sound like the sort of work you'd be interested in?

HARRISON: Yes, yes.

PHILLIPS: Perhaps you could tell me something about yourself.

HARRISON: I, I used to work at a hamburger place after school, cooking hamburgers and hot dogs.

PHILLIPS: I see, you have had work previously.

HARRISON: Yes.

PHILLIPS: That was not the sort of thing you wanted to get into?

HARRISON: No, it was only part-time.

PHILLIPS: Oh, that was on a part-time basis. Have you ever held a full-time job?

HARRISON: No, I haven't. That's what I'm looking for now.

PHILLIPS: I see. How far have you gone in school Wally?

HARRISON: I got my grade eleven.

PHILLIPS: Uh Huh. How do you spend your spare time?

HARRISON: I sometimes assist the cub pack leader and I collect stamps and that's about it.

PHILLIPS: I see. Tell me, when you were working at the hamburger stand, what did you enjoy about your job there?

HARRISON: I just enjoyed it.

PHILLIPS: Enjoyed the whole job. There wasn't anything in particular that you enjoyed about it?

HARRISON: No.

PHILLIPS: Perhaps you could tell me what you disliked about your previous job.

HARRISON: Just part-time. I didn't like the part-time.

PHILLIPS: I see. Tell me, Wally, have you had any experience in dealing with the public on the telephone?

HARRISON: No, not that much. A little bit. A little bit when I was in that hot dog stand, but not that much.

PHILLIPS: I see. Are there any particular questions that you'd like to ask me concerning this job?

HARRISON: Well, Yeah, maybe. The wages?

PHILLIPS: Right, well, the starting salary is $85.00 a week.

HARRISON: Okay.

PHILLIPS: Well, thank you for dropping around, Wally, and speaking to me. I'll be having other interviews during the course of the week and before the end of the week, I'll be in touch with you to let you know whether or not the job is yours. Oh, by the way, please leave your name and telephone number with my secretary on your way out. Good-bye now.

Interview #3: Employer - Stan Phillips
Applicant - Bonnar Smith

SMITH: Say, are you the guy for the job interviews?

PHILLIPS: What? Yes, yes, this is the place. I'm Stan Phillips.

SMITH: I hope I haven't blown this interview. I know I'm late, but I had to drive 40 miles an hour across town just to get here as it is.

PHILLIPS: I see, and how did you learn about this job opening?

SMITH: My brother saw the ad in the paper. He phoned you about it.

PHILLIPS: Yes. You're the chap whose brother made the appointment. What is your name?

SMITH: Bonnar Smith. Most people call me Bongo, though.

PHILLIPS: Fine. Have a seat, Mr. Smith.

SMITH: Yeah, thanks. Thanks. You know, as soon as my brother told me he had phoned about this job, I said to him, "I know I'm the guy for it!" I am the guy for the job -- there's no question about it! I've had quite a bit of experience with this stuff.

PHILLIPS: Uh, you have worked previously, then.

SMITH: Well, I haven't worked in a pizza place, mind you, but I used to hang around ... this chum of mine worked in a pizza place and I used to hang around, so I know all about that dough, filling and baking, even the Boston stuff. I could do that damn stuff with my eyes closed.

PHILLIPS: What sort of jobs have you had, Bongo?

SMITH: Well, yeah jobs, no trouble there either. In the past six months, I've had three of them. I was a truck loader, theater usher, take out in a doughnut shop -- similar type of job to this, you know.

PHILLIPS: Surely, surely. Tell me how far have you gone in school?

SMITH: Well, I'm grade eleven.

PHILLIPS: Any ambitions for continuing your education?

SMITH: Well, yeah, yeah, but I'd like to get a permanent job, you know. I'd like to keep this, if this job pans out, I'd like to keep it.

PHILLIPS: Uh huh.

SMITH: I didn't like those old jobs I had. Gee, I'm telling you, I got so sick of people ordering me around in those things. In this job, I'd be my own boss and that's something I want. I'm sick of all that stuff.

PHILLIPS: Yes, well, we are looking for somebody with the qualities to supervise.

SMITH: Oh, to supervise, I can do that, too. No trouble. I'm the guy you want.

PHILLIPS: Have you had any experience in your other jobs with handling staff, or handling cash receipts?

SMITH: Oh, yeah, I've handled a lot of stuff. Heh, what kind, what, that reminds me, what kind of customers do you get here, especially late at night?

PHILLIPS: Well, we cater mainly to the apartment dwellers.

SMITH: Pardon me, you got a match?

PHILLIPS: A match? No, no, I'm sorry I don't smoke.

SMITH: Oh.

PHILLIPS: As I was saying, we cater mostly to the apartment dwellers.

SMITH: Aw, it doesn't matter anyway, because no matter what riff raff you're going to get in here at night, I'm the guy that can bounce them out. Old Bongo!

PHILLIPS: Yes, well, this has been very interesting, uh Bongo. Please leave your name and telephone number with my secretary outside and someone will be in touch with you later in the week.

SMITH: Uh, well, when are they going to let me know?

PHILLIPS: Well, before Friday.

SMITH: Before Friday, you're sure, eh?

PHILLIPS: Yes, somebody will definitely be calling you before Friday.

SMITH: Okay, thanks a lot.

PHILLIPS: Good-bye now.

Interview Summary: Employer - Stan Phillips
Friend - Bill

(Sound of telephone)

PHILLIPS: Stan Phillips here.

BILL: Hi, Bill here. Could I catch a ride home with you, Stan?

PHILLIPS: Sure thing, Bill.

BILL: By the way, did you manage to find someone for that night shift of yours?

PHILLIPS: Yes, I think I've got a good man. He had no competition actually. The other two that applied weren't even close. One was so shy, I couldn't have him waiting on customers, he'd probably take an order by phone and not get the address. And the other was much too much the opposite. He was interviewing me, he was late, then he bragged about speeding on his way over here. I couldn't leave him in charge; he'd be breaking too many of the rules and his manner wouldn't appeal to most of our customers. Besides, he'd probably have some pals hanging around the place.

BILL: This guy sounds like a clown.

PHILLIPS: Right. But young Charles Reade is just the kind of man I was looking for. If he deals with the customers and the helpers as competently as he dealt with me, I'll have no worries over him. You know, he was interested enough to come in during night shift as a customer just to get the feel of the place. Nothing pushy about him, just a sort of calm self-confidence. And the kid has a sense of humour too. Not the smart-alecky type, got an ability to laugh at himself.

BILL: I wonder if there are any more like him? I might be looking for a new order clerk next month. Well, I'll see you about 5:15.

PHILLIPS: Fine, okay, Bill. Bye now

(Following this, Interview #1 (Charles Reade) is repeated.)

EXERCISE 2. Tips For Successful Job Interviews

These tips are in the Student's Book. Read through and discuss each with the class:

1. Why do we have job interviews?

   The purpose of a job interview is to give the interviewer and the applicant an opportunity to learn something about each other, to allow each to assess the possibilities of the applicant filling the job opening, and to determine their mutual advantage to each other. The employer will have established goals for his business, in the same way as the applicant has personal goals for his life and occupation. Each party in the interview weighs his impression of the other against the criteria he has established to meet his goals. Each should know in advance what his criteria are and have a working knowledge of the other's requirements.

2. What is expected in a job interview?

   The employer expects an applicant to hold all or most of the qualifications required by the position or stated in the job description. He also expects an indication that the applicant will be a reliable, conscientious employee.

   The applicant expects to learn about the working conditions to be assured of a reasonable wage, and to establish the employer expectations as to working hours, pay, and general working atmosphere. Generally, he seeks assurance that he will have the opportunity to use his skills and knowledge to the advantage of himself and his employer.

   Each seeks to make a favourable impression on the other.

3. Who will be at the interview?

   In most businesses only two people will be present, the employer and applicant. Some large companies and government agencies, however, have a board or panel of interviewers, who jointly interview candidates and make a decision as to the successful one.

4. When and where will the interview be held?

   When making an appointment for an interview, the applicant should find out and write down the following information:

a. Where the interview will be held.

b. What time he is expected to arrive at the place for the interview.

c. Who his appointment is with.

If the interview is arranged by mail, this will be in the letter requesting the interview.

The applicant should be careful to arrive at the proper place comfortably ahead of the arranged time and present himself to the receptionist to confirm his appointment.

5. What should the applicant know?

a. The applicant should be able to give, without hesitation, personal information about himself, including training and education, name of training institution and where it is located, and a brief history of his work experience, including time on the job (in years) and names of supervisors.

b. He should be able to discuss the job he is applying for in a knowledgeable manner.

c. He should know general information about the business and its product.

d. He should be ready to answer questions about why he is interested in this particular job or company or about his own personal interests and attitudes. The interviewer may even say, "Tell me about yourself."

6. What should the applicant do?

a. He should present himself in a poised, confident and polite manner, keeping in mind the attending behaviours which help project this image.

b. He should follow the interviewer's conversation and answer his questions honestly, giving complete answers yet not over-answering with unnecessary details.

c. He should ask any question which will give him additional information that he needs. These questions should be near the end of the interview and cover any information not previously discussed or not made clear, such as:

(i) working conditions

(ii) hours of work

(iii) wages and pay periods

(iv) other questions about working conditions.

7. How should the applicant be dressed?

The applicant is looking for a job and not going out for the evening. His 'dress' should reflect good taste in the business society in which he is seeking employment. He should be clean, neat and well-groomed. Good grooming includes:

a. hair combed neatly

b. men shaved, and women with appropriate make-up

c. shoes shined

d. accessories in keeping with dress.

8. How should the applicant act?

A number of points of interview etiquette require a balanced behaviour according to the situation and the pattern set by the interviewer. The applicant has to "play it by ear".

a. The applicant should follow the lead of the interviewer:

(i) don't smoke if he doesn't

(ii) don't sit down until he does, unless he asks you to sit down first

(iii) don't "visit" or "talk about the weather" unless he does

(iv) don't stray off the subject

b. The applicant should not exceed the action pattern set by the interviewer:

(i) if he is informal, be informal too, but don't overdo it

(ii) be friendly, but don't try to be too intimate

(iii) answer questions adequately, but do not go into lengthy details unless you are asked. On the other hand, don't answer in single words if the interviewer is using a conversational style.

These tips will help the applicant present himself in a manner which will leave the interviewer with a favourable impression of him as a person and of his qualifications for the job.

EXERCISE 3. Filmed Interview

In this exercise the students will look again at the film "Listening Techniques", from Topic II. This time they should check the job applicants in the film to see if they are following the tips which were read and discussed in Exercise 2. Here is a check list of questions which will help the students to know what to look for in the film and to discuss it afterwards.

1. Is the applicant prepared for the interview?
2. Is the applicant involved in the interview and paying attention to the statements and questions?
3. Is the applicant relaxed?
4. Is the applicant making a good impression?
5. Does the applicant answer the interviewer's questions well?
6. Does the applicant ask questions to get information?
7. Does the applicant talk enough? too much?
8. Does he use good attending behaviours?
9. Is the applicant dressed and groomed properly?

UNIT 2 : INTERVIEWING PRACTICE

OBJECTIVES

1. Practice interviewing techniques in given role-play situations with fellow students;
2. (Optional) Make an appointment for and have an actual job interview.

LEARNING ACTIVITIES

1. Exercise 1. Students participate in role-playing job interviews with other students.

   Student's Book: Role-Playing Job Interviews

2. Exercise 2. Students participate in simulated job interviews with employers, employment agency counsellors, or school staff members (not the instructor).

   Student's Book: Simulated Job Interviews

3. Exercise 3. (Optional) Arrange and attend an actual job interview for a job opening.

   Student's Book: Interviews for Actual Jobs

EXERCISE 1. Role-Playing Job Interviews

The students should be divided into groups of four. In each group, one student will take the part of the applicant, one will be the interviewer, and the others will be observers. They should take turns in each of the roles until four interviews have been practised.

When he is preparing for the role of interviewee, each student will give the interviewer the list of criteria he has developed for the occupation he wishes to enter. Then the interviewer will use these criteria to question the applicant and to judge his aptitudes and qualifications for a particular job.

After each interview, the group of four should discuss the techniques used in the interview and make suggestions as to how the interview could have been improved. The instructor should participate as an observer in at least one of the interviews in each group, adding his criticisms and suggestions for improvement.

EXERCISE 2. Simulated Job Interviews

At the end of the course, after each student has had an opportunity to role-play interviews with fellow students, the instructor will set up simulated, but serious, interviews for each student. The job for which they are to be interviewed should be specific, according to the interests and qualifications of the student, and the interviewer should acquaint himself with the requirements of the job.

Here is an opportunity to involve co-operative local employers who might be willing to conduct the interviews for training purposes. They could conduct them on their own premises or at the training institution. Other possible interviewers are CMC counsellors, representatives of other employment agencies, and staff members in the training institution conducting the Creating A Career program.

Students should appear on time for the interviews, appropriately dressed, and prepared to make a pleasant first impression. They should be given an opportunity after the interviews to share their experiences as a final way of improving their skills.

EXERCISE 3. Interviews for Actual Jobs (Optional)

Students who do not expect to take further training immediately, and who want to apply for jobs should be encouraged and assisted to arrange an interview, when jobs are available, as soon as the course is completed.